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ABSTRACT

One of the purposes of the Asian Programme of Educational Innovation for Development (APEID) is to promote the flow of information about innovative programs in education that the participating member states in Asia have undertaken in the context of their needs and priorities. In order to identify and document the innovative programs, APEID invited the member states to prepare national inventories. Nine completed inventory reports are summarized and the projects briefly annotated. An index of projects by topical headings is supplied. (Author/MLF)

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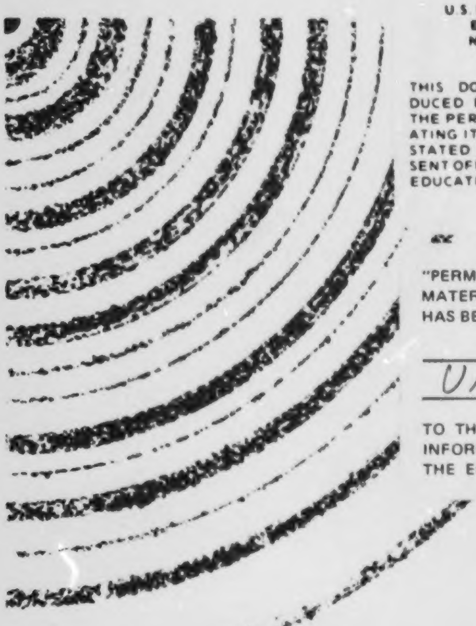
APEID

ASIAN PROGRAMME OF EDUCATIONAL
INNOVATION FOR DEVELOPMENT

Experiences in Educational Innovation–Asia

National inventories from nine countries: Short notes with annotated lists of projects



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The *Asian Programme of Educational Innovation for Development (APEID)*, initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May-June 1971, Singapore) and the authorization of the General Conference of Unesco at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this purpose with APEID.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the Unesco Regional Office for Education in Asia (Bangkok) to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The main objectives of APEID are:

- to promote awareness of the need for educational innovation;
- to promote understanding of innovative practices, and to encourage experimentation and adoption of educational innovations;
- to help strengthen national capabilities for the creation and use of educational innovations;
- to identify and stimulate innovative activities and co-operative action among Member States; and
- to promote the transfer of experiences.

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TABLE OF CONTENTS

PREFACE 1

INDIA

A. Note on inventory of educational innovations 3

B. Annotated list of projects 4

- New orientations and structures in education 4
- Educational management 7
- Curriculum development 7
- Educational technology 7
- Science education 8

INDONESIA

A. Note on inventory of educational innovations in Indonesia 11

B. Annotated list of projects 11

JAPAN

A. Note on inventory of educational innovations in Japan 16

B. Annotated list of projects 17

REPUBLIC OF KOREA

A. Note on inventory of educational innovations in the Republic of Korea 22

B. Annotated list of projects 23

MALAYSIA

A. Note on inventory of educational innovations in Malaysia 25

B. Annotated list of projects 27

- Pre-school and primary education 27
- Secondary education: programme and curriculum 28
- Special technical and vocational education 32
- Tertiary education 33
- Educational support services 37
- Educational testing and evaluation 39
- Teacher education 40

NEPAL

A. Note on inventory of educational innovations in Nepal 42

B. Annotated list of projects 43

PHILIPPINES

A. Note on inventory of educational innovations in the Philippines 48

B. Annotated list of projects 49

- New orientations and structures in education 49
- Educational management 57
- Curriculum development 59
- Educational technology 66
- New structures and methods in teacher training 68
- Science education 69

SRI LANKA

A. Note on inventory of educational innovations in Sri Lanka 71

B. Annotated list of projects 73

Primary education 73

Junior secondary education 74

Senior secondary education 75

Technical/vocational education 76

Teacher education 77

University education 78

Public examination 78

Non-formal education 79

THAILAND

A. Note on inventory of educational innovations in Thailand 80

B. Annotated list of projects 81

Administration 81

Instructional materials 84

Methods of teaching 87

Curriculum 89

Test, examination and evaluation 90

Out-of-school education 90

INDEX OF PROJECTS 95

PREFACE

One of the purposes of the Asian Programme of Educational Innovation for Development (APEID) is to promote the flow of information about innovative programmes in education which the participating Member States in Asia have undertaken in the context of their needs and priorities. Such information flow, it is hoped, will help those engaged in educational reforms to become more fully aware of the innovative searches being carried out in their countries and to share experiences with those working on comparable activities elsewhere in the region. In order to identify and document the innovative programmes, the Asian Centre of Educational Innovation for Development (ACEID) invited the Member States participating in APEID to prepare national inventories. Fourteen Member States responded positively and started work on compiling national inventories in 1975. By mid-1976, nine inventories had been received while five were in progress. In order to make this body of information available in a handy form, it was decided to summarize the inventory reports and briefly annotate the projects. The present publication is the result of this effort.

In carrying out the inventory, the National Development Group for Educational Innovations in each country requested information on their projects from centres engaged in educational reform. The final judgement on whether these projects were innovative remained with those responsible for compiling the inventory. Given the differences in size, complexity and the level of educational development of Member States, there are inevitably great differences in the numbers of projects included in the inventories. The range in the collection is from six projects submitted by the Republic of Korea to 435 received from the Philippines (of which 82 are briefly described here). More important than such comparisons, however, is the over-all impression that a great creative effort is being put into educational reform in the participating Member States, and the likelihood that they can profit from each other's experience is made evident in the diversity of that effort.

In all of these reviews, the projects inventoried are classified by criteria selected by the countries themselves. In one case the projects have been classified according to the APEID programme area to which they relate; i. e., Teacher Training, Curriculum Development, Science Education, Educational Management, Educational Technology or New Orientations and Structures in Education. In other cases the projects inventoried are classified differently depending upon the national circumstances which dictate an emphasis on a different orientation.

The national inventories were but the first effort to prospect the innovation scene. It is hoped that the search will be a continuing one, bringing to light new developments and initiatives. The present publication is therefore the first of a series of publications which ACEID plans to issue from time to time.

INDIA

A. NOTE ON INVENTORY OF EDUCATIONAL INNOVATIONS

With a view to creating an awareness of the need for innovation and an understanding of the process of innovation, the National Council of Educational Research and Training (NCERT) has undertaken to describe and disseminate educational innovations in the country. The present volume, "Innovations in Education", contains brief accounts of sixteen innovative projects selected out of a large number collected so far by the NCERT.

For the purpose of selecting projects for inclusion in this volume, innovation has been defined in a limited way. It indicates an effort to introduce a practice in order to bring about a social change. The idea or the practice need not be totally new; its efficacy and potentiality in a new context are the main criteria used for labelling it as an innovation. The emphasis is on 'change' in terms of providing a strategy to deal with a specific local or national problem.

Out of the 16 innovative projects described, the first nine appear to fall in the APEID programme area of 'New orientations and structures'. Of these, the first eight have community orientation and the ninth one a school orientation. Of the next two projects, one belongs to the area of 'Educational Management' and the other to 'Curriculum Development'. The following two projects are in the area of 'Educational Technology', one using the sophisticated technology of satellite television instruction and the other simple indigenous educational toys. The last three projects relate to 'Science Education', the first two having a heavy community orientation.

Most of the innovations described in the report indicate an emerging concern for bringing the school and the community together. Most appear to have originated in efforts at identifying and mobilizing unused or underutilized community resources for educational purposes. A noticeable feature is an effort to interlink school and out-of-school education. The other dominant feature is an attempt to provide access to education to the disadvantaged sections of the community. Qualitative improvement in educational practices and programmes is an important objective of the projects reported in this volume.

In the write-up of each project are described its background, objectives, special features and evaluation.

B. ANNOTATED LIST OF PROJECTS

Programme Area: NEW ORIENTATIONS AND STRUCTURES IN EDUCATION

IND/1 NON-FORMAL EDUCATION

This project was started in 1974 by NCERT to provide a part-time instructional programme, using the non-formal approach, to children in the age-group 6-14 years who have either not gone to school or dropped out at one stage or another before completing class VIII to enable them to join a regular stream in class VI or IX in a formal school. The programme is community–development oriented.

IND/2 SCHOOL IMPROVEMENT PROGRAMMES AND COMMUNITY SUPPORT

Started in Tamil Nadu State in 1956, the objective of the project is to promote community self-help and to seek the active participation of the community to building better schools and providing for the supply of needed equipment and teaching materials. This has resulted in the willingness of the people to provide a good many of the basic requirements of the schools such as furniture, teaching aids and books.

IND/3 ECONOMIC AND EDUCATIONAL RURAL DEVELOPMENT THROUGH VOLUNTARY EFFORT

A voluntary effort which combines academic and vocational training. It emphasizes the viability of agro-based activities and the importance of co-operatives as effective means of solving community problems. The educational activities are centred around productive activities like farming, dairying, cottage industries, workshop and marketing.

IND/4 VOLUNTARY RURAL DEVELOPMENT THROUGH EDUCATION

Established in 1931, the Vallabh Vidyalaya is an institution which provides a programme of education based on community needs and aspirations and serves the Bararijas and Patanwadujas and other backward classes. It offers pre-primary up to post-basic school education for boys, post-basic school education for girls and primary teacher training. Aside from maintaining academic standards, education at all levels emphasizes village crafts, modern agriculture and social service activities.

IND/5 MOBILE CRECHES FOR THE CHILDREN OF WORKING MOTHERS

Operating since 1969, the Mobile Creches provide education, medical care, nutrition, family planning, adult literacy, vocational training and community services to the children and parents living on worksites and slums around Delhi and other congested cities. Mobile creches have been operating in 32 worksites and the aim is to set up a network of such centres.

IND/6 VIKASWADI PROJECT

Starting as a pre-school education programme for the children of well-to-do and middle-class parents following the Montessori concept of education, and later on moving to the rural areas, the Vikaswadi Project was the forerunner of the well-known Meadow School of India. The project provides creche, pre-primary and primary education to the Adivasis and other disadvantaged children. The entire educational programme is geared to the environment and the needs of the people and provides productive work for the children.

IND/7 NATIONAL INTEGRATION PROJECT

This is an experiment in social living started in 1969 to harmonize differences and enable different elements of the population to live peacefully and use their varied talents to enrich the national life. Some of the important features of the project are: (i) organization of inter-state camps for students and teachers; (ii) launching of the "Our India Project"; and (iii) preparation of instructional materials that promote national integration.

IND/8 CHILD WELFARE PROJECT

Designed for the overall development of children ages 3-5, located in Andhra Pradesh, this is a joint venture of the Netherlands Foundation, Government of India and the State Government of Andhra Pradesh. An important feature of the project is the enlistment of community support in providing an integrated programme of health, education, nutrition and agriculture. The project provides pre-school education, conducts nutrition demonstrations, establishes women's centres and promotes poultry and cattle raising.

IND/9 FREE PROGRESS SYSTEM - AN EXPERIMENT IN THE EDUCATION OF THE FUTURE

The International Centre of Education which undertakes the experiment has, in a sense, no walls. Other special features of this project are: (i) emphasis is given to individual work; (ii) no distinction is made between curriculum and co-curricular activities;

(iii) teachers receive no salary; (iv) instruction plays a minor role but teachers are expected to be a living example of a higher life; (v) the centre offers facilities relevant to all stages of education.

Programme Area: EDUCATIONAL MANAGEMENT

IND/10 THE UNGRADED SCHOOL SYSTEM

In order to combat educational wastage and inefficiency in elementary school an experiment in ungraded instruction with small groups of children, purportedly homogeneous in capacity and achievement levels, was introduced in ten experimental schools, with ten schools used as control group. Children in the experimental schools were provided with individualized, sequential teaching-learning units suited to their abilities, and move at their own pace from one unit to another.

Programme Area: CURRICULUM DEVELOPMENT

IND/11 POPULATION EDUCATION

A draft syllabus in population education from grades I to XI was developed. Supplementary reading materials for students, and a guide book, handbook and set of teaching units for teachers were prepared. In addition, sample literature has been prepared, training programmes have been outlined and test items for evaluation have been developed. This programme of NCERT is at the trial stage.

Programme Area: EDUCATIONAL TECHNOLOGY

IND/12 A MULTI-MEDIA PACKAGE FOR THE IN-SERVICE TRAINING OF PRIMARY SCHOOL TEACHERS

The package, developed at the Centre for Educational Technology in India, is aimed at reorienting 1.7 million primary school teachers of grades I to V with the content and methodology of science education. The package includes radio and television programmes, activity guides and enrichment materials and tutorials.

IND/13 EDUCATIONAL TOYS

The objective is the development or adaptation of toys for educational enrichment and incidental learning. The toys developed are related to arithmetic, general science, and language. A kit on educational toys has been prepared.

Programme Area: SCIENCE EDUCATION

IND/14 VIGYAN SHIKSHA (SCIENCE EDUCATION) THROUGH COMMUNITY DEVELOPMENT PROGRAMME

The activities revolve around a number of programmes directed at community development through integrated services of science, technology, health and social work. The discovery-oriented approach is used in the instructional programmes in science. The inventory covers a brief statement of the objectives and activities of the project.

IND/15 VIKRAM SARABHAI COMMUNITY SCIENCE CENTRE

Started in 1966, the Centre is devoted to experimentation of new ideas in science and mathematics education, promotion of scientific thinking in teachers and students and inculcating science process skills. The core programme is 'an adventure in discovery', developing and using enquiry skills. The activities and special features of the project have been indicated.

IND/16 CURRICULUM DEVELOPMENT IN SCIENCE

This long-term and large-scale project, which began in 1965, is aimed at bringing about overall improvement of science and mathematics teaching in schools through a three-phase programme. The problem is being tackled through development of a 'package' of curricular materials including syllabuses, textbooks, teachers' guides, equipment kits and kit guides integrated with massive in-service training of teachers and improving pre-service training facilities and programmes. Scope, project design, implementation and future plans have been highlighted.

INDONESIA

A. NOTE ON INVENTORY OF EDUCATIONAL INNOVATIONS IN INDONESIA

The report on the national inventory of educational innovations in Indonesia contains brief descriptions of 14 innovative projects covering a wide range of target populations and levels of education. These projects, which have been undertaken by various Ministries and institutions, cover both the formal and non-formal sectors of education, practised at all levels - primary, secondary and tertiary. With regard to programme areas, they may be divided as follows: (i) New Orientations and Structures in Education - 6; (ii) Educational Management - 4; (iii) Curriculum Development - 2; and (iv) Educational Technology - 2.

A careful scrutiny of the individual projects tends to show that one of the main objectives of the innovative attempts in Indonesia is to develop an efficient, effective and relevant educational system that can provide equal educational opportunity to all. This is especially exemplified by the Development Schools Pilot Project. Another objective is to maximize the use of existing community resources for educational purposes. An important concern of innovation is the development of an effective information system that would make available all data and information needed in the planning and management of education. The use of modern technology in education and development of integrated regional development plans are no less a priority in the Indonesian scheme of innovation.

B. ANNOTATED LIST OF PROJECTS

INS/1 DEVELOPMENT SCHOOLS PILOT PROJECT

This project was started in 1972 and will run to 1980-1981. The objective of the project is to design a new structure of the elementary and secondary school curriculum programme and to establish a modular system to teach the subjects. It is expected that the system would produce children with initiative and creativity. Dissemination of the modular system will be done gradually.

INS/2 VILLAGE COMMUNITY CONTRIBUTION TO PRIMARY EDUCATION: AN EXPERIMENT IN THE VILLAGE OF LES BULILENG, BALI

The objective is to make the people school-minded and aware that they are responsible for the education of their children. In co-operation with all the influential people in the village and representatives of government agencies, the project tries to introduce reforms in primary education such as building schools, curriculum development, utilization of community resources and provision of out-of-school education.

INS/3 SCOUT EDUCATION FOR TRANSMIGRATION, JOMBANG

Beginning in 1970, four hundred out-of-school youths were selected and given special training in skills which would be useful for them when they transmigrate, such as skills in cattle breeding and modern agricultural practices.

INS/4 PROJECT PAMONG (INSTRUCTIONAL MANAGEMENT BY COMMUNITY, PARENTS AND TEACHERS)

Sponsored by the SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), PAMONG is an attempt to design a quality primary education at a cost which would allow the masses of children to benefit. Emphasis is on utilization of community resources, parents, craftsmen, and others who can be encouraged to support education. There is only one professional teacher for 200 children. Modules suited to individual independent activity were prepared and over time the modules are being improved. A study is being conducted to compare the achievement of children in Project PAMONG with a control group.

INS/5 LEARNING CENTRES

Learning centres are a form of out-of-school education designed to provide educational services relevant to the learning needs of the people in the communities in which they are located. This educational project is jointly carried out by the Ministry of Education, Teacher Training Institutes (IKIP), Family Welfare Inspectorates and World Education, Inc.

INS/6 STUDY SERVICES (KULIAH KARJA NYATA OR KKN)

Students are encouraged to work in the rural areas and university faculty members are provided experience outside their lecture rooms through exposure to the realities of rural life in this project. One thousand, two hundred students from 15 universities spend several months in the villages working with the local government authorities in conducting community surveys and planning and initiating community development projects, advising the people on modern agricultural practices, stimulating them to widen their views and helping wherever possible to improve community life.

INS/7 INDONESIAN BOARD FOR VOLUNTEER SERVICE (BUTSI)

BUTSI was established in 1970 to involve university graduates as volunteer community development workers to work for two years at the village level. At present there are more than 1, 500 Indonesian volunteers at work in 25 (out of 26) provinces assisted by 60 foreign volunteers from 5 countries. Some successful volunteers are now working as volunteers abroad.

INS/8 EDUCATIONAL AND CULTURAL INFORMATION SYSTEM DEVELOPMENT PROJECT

In the past not all information needed was readily available and whatever data were on hand were not ready for use. It is necessary to develop an information system so that all relevant data and information for education can be systematically collected, recorded, processed and synthesized to be useful in planning, decision-making and management. BP3K has now a Data Bank which pools all information on education available from all Ministries.

INS/9 ADMINISTRATIVE STAFF COLLEGE

The Administrative Staff College was created in 1970 to help make the Indonesian senior civil service as expert, honest, and effective as possible. The students of the college are primarily high-level government officials as they are believed to represent the best potential for significant change. The Administrative Staff College works in collaboration with other agencies, however, to provide training for officials from lower levels. Six major subject areas relating management to the national development objectives of Indonesia are offered in the curriculum.

INS/10 INTEGRATED REGIONAL EDUCATIONAL PLANNING PILOT PROJECT IN WEST SUMATRA

Established in early 1970, the objective is to find a model of an educational planning organization at the regional level. The project covers all educational components, all bodies that are in charge of educational activities, and people's organizations active in education. The target population is the entire population of West Sumatra. Future plans are to continue development activities, to expand the concept of Integrated Educational Planning at the regional level, and upgrade staff needed in other provinces in Sumatra, Riau and Jambi.

INS/11 INTEGRATED REGIONAL EDUCATIONAL PLANNING PILOT PROJECT (IREPPP), (EAST JAVA)

Launched in East Java in 1974, the objectives are: to formulate the functions and tasks of Integrated Educational Planning and to design a model of that unit; to develop a plan of operations for the Educational Planning Institute at the provincial level; to design a five year-plan for education/development for East Java integrated into the other sectors; and to develop a staff development plan for the educational planning staff.

INS/12 EDUCATIONAL BROADCASTING EXPERIMENT

Started in 1972 in co-operation with other Ministries and universities, the experiment is designed to find ways to use radio effectively to support education. Broadcast materials are sent to schools together with teachers' guides. In 1975 there were 126 broadcasting stations under Radio Republic Indonesia using 136 broadcast hours. Provincial radio stations have also been established. Fourteen thousand radio listening groups have been organized.

INS/13 TALENT SCOUTING PROGRAMME

The programme covers students at all levels with extraordinary performance and talent to achieve their maximum educational level. The selection of students will be made through a battery of tests. The scholarships include support for books and other expenses.

INS/14 SECONDARY TECHNOLOGICAL DEVELOPMENT SCHOOL

The institution was established in 1967-69 as an attempt to improve the quality of the existing Technical and Secondary Technical Schools. Twelve Technological School Pilot Projects are producing skilled personnel, trained and educated at secondary level.

JAPAN

A. NOTE ON INVENTORY OF EDUCATIONAL INNOVATIONS IN JAPAN

Education in Japan is administered at three levels: the Ministry of Education, the Prefectural Boards of Education and the Municipal Boards of Education. The Ministry of Education sets the overall standards for the Course of Study (the number of hours and days for lessons in a year, the duration of classroom lessons, graded system, etc.).

Educational innovation is largely limited to the improvement of teaching methods and guidance for children's learning and living within the classroom, respecting the school administration. Examples of innovation are noted below:

a. Increase in time allotted for children's play;

b. Non-graded instruction and team teaching;

c. Individualized instruction to meet the needs and abilities of individual children; and

d. Promotion of instruction through the discovery method of learning.

Nineteen innovative educational projects have been selected out of a large number collected by NIER, and are closely related to the six programme areas of APEID.

Four projects are concerned with the in-service training of teachers. Three projects focus on the development of a new educational administrative system and information processing systems. In line with the reform of higher education, "Tsukuba University" was established as an experimental, model university with a new structure, curriculum and management system. This sets an example for the Japanese higher educational system for the future.

Most of the innovations described in the report indicate a concern for individualized instruction, efficiency of instruction, and an emphasis on the in-service training for teachers. A prominent feature of innovation is the effort to utilize and systematize available resources to enhance the educational effectiveness in the classroom, school and the larger community. Qualitative improvement in education is thus a major concern of these projects. In the write-up of each project is described the background of the project, its objectives, implementation and key innovative features.

B. ANNOTATED LIST OF PROJECTS

JAP/1 UPPER SECONDARY EDUCATION BY MEANS OF BROADCASTING AND CORRESPONDENCE (NHK Gakuen Correspondence Upper Secondary School)

Started in 1951, the objective is to expand opportunities for people who are unable to attend school regularly and to try out experiments in order to improve programmes. Media used are educational broadcast programmes and correspondence.

JAP/2 IN-SERVICE TRAINING FOR SCHOOL TEACHERS IN JAPAN - SHIZUOKA PREFECTURAL INSTITUTE OF IN-SERVICE TRAINING FOR TEACHERS

The institute was established in 1956 to provide in-service programmes for teachers. The group-work method is used as an instructional technique. This institute conducts research to improve training programmes, and also undertakes various projects on the improvement of the teaching-learning process and the educational administration.

JAP/3 NEW STRUCTURE AND METHODS IN TEACHER TRAINING NETWORK OF PREFECTURAL EDUCATION CENTRE AND DISTRICT EDUCATION CENTRES FOR IN-SERVICE TRAINING

The network has been providing since 1961 district-wide in-service training opportunities for teachers. The sub-centres were established in each districts and linked with the prefectural (major) centre for effective implementation of training.

JAP/4 DEPARTMENTALIZATION OF SUBJECT-MATTER TEACHING

At Atsugi Elementary School in Kanagawa prefecture a subject-matter teacher system has been used for primary grades instead of classroom teacher system since 1965. The system makes it possible to reduce the number of teaching periods per teacher.

JAP/5 STUDY ON EVALUATION METHODS ON PROCESS OF EXPERIMENT AND OBSERVATION

With the emphasis in new science courses on teaching the 'scientific way of thinking' through a 'process of enquiry' and recognizing the limitations of traditional paper-pencil tests, the project which was started in 1971 was devoted to developing evaluation instruments to assess the process of children's enquiry in science (observing, experimenting, comparing, classifying, hypothesizing, and applying knowledge gained to new situations). Findings of the project, which concluded in 1975, have been briefly reported.

JAP/6 ESTABLISHMENT OF MUNICIPAL INSTITUTE FOR EDUCATIONAL RESEARCH

The institute was established in 1971 to provide in-service training for school teachers and to promote exchange of information and experiences among teachers. Since 1972, the institute has undertaken guidance for the out-of-school activities of school children. Research on the teaching-learning process has also been conducted.

JAP/7 STUDY ON TEACHING EFFICIENCY AT A SMALL-SIZE SCHOOL

This experimental study was conducted from 1968 to 1972 at a small primary school with 62 children and 8 teachers to develop an effective administration system in a small-size school. The school teachers developed their teaching plans in terms of objectives and instructional methods.

JAP/8 KYOTO MUNICIPAL SCIENCE CENTRE

A Centre established in 1969 by the Municipal Board of Education to provide enrichment courses of science education for children, in-service training programmes for teachers of science in public schools, promote understanding of science in the public schools and conduct research in science education. Described in the inventory are programmes and innovative features of the project.

JAP/9 STUDY ON THE ENQUIRY LEARNING METHOD

A study on the applicability of the enquiry method to classroom teaching/learning processes in elementary and lower secondary schools in the areas of arithmetic, mathematics, science, social studies and music was started in 1972. The inventory gives a listing of the innovative features of the project. The project ended in 1974.

JAP/10 STUDY RELATED TO THE ESTABLISHMENT OF AN EDUCATIONAL INFORMATION CENTRE

The Tokyo Metropolitan Institute for Educational Research and Training has started its three-year study project since 1973. This is a preliminary study for the establishment of an educational information centre. Surveys were conducted to identify the needs of information at the school level and to examine structures and functions of an information centre.

JAP/11 DEVELOPMENT OF MATHEMATICS CURRICULUM AND EVALUATION SYSTEM FOR COMPUTER-ASSISTED INSTRUCTION

Started in 1971, this study aimed at developing a desirable teaching/learning evaluation system by means of CAI to be used in combination with teachers' instruction on the basis of structurized instructional objectives, so as to help individual pupils attain these objectives. The project centres on courseware, which is most essential for the development of CAI system. The write-up provides the background, objectives, implementation, key innovative features and future programme of the project.

JAP/12 TEACHING PLAN FOR DEVELOPING INDIVIDUAL LEARNING CAPACITY BY MEANS OF EFFECTIVE UTILIZATION OF EDUCATIONAL MACHINES AND EQUIPMENT

Started in 1974, this is a three-year research study (i) to study the developmental process of pupils' learning capacity; (ii) to examine effective use of educational machines and equipment suitable for children's developmental stages; and (iii) to develop teaching plans for individualized learning. An experimental teaching plan has been developed for further improvement.

JAP/13 FIVE-YEAR PLAN FOR EDUCATIONAL EQUIPMENT AND SUPPLIES

A plan has been in operation since 1971 to promote systematization of education (teaching/learning processes). Every classroom of the kindergartens, primary schools and secondary schools will be equipped with an overhead projector, a colour TV set, a response-analyzer and other audio-visual aids in five years. A study on systematization of the teaching/learning process is also being conducted by school teachers.

JAP/14 TWO-TEACHER FOR ONE-CLASS SYSTEM - A VARIATION OF TEAM TEACHING SYSTEMS

The experiment was started in 1974 at Yamate elementary school. The objectives are: (i) to ensure the minimum level of attainment required for the graduation from primary school; (ii) to provide individualized guidance; and (iii) to promote better human relations between teachers and pupils. Two teachers are assigned for each class, and the effectiveness of this two-teacher system has been tested.

JAP/15 GRADUATE SCHOOL: TSUKUBA UNIVERSITY

The graduate school of Tsukuba university, established in 1975, is designed to promote inter-disciplinary studies based on a new department system.

JAP/16 MODERNIZATION OF INSTRUCTION

The Hojo Elementary School, a progressive school established in 1873, started a new project in 1963 to improve instruction; to reform instructional guidance; and to design teaching methods, for the full development of children's individual personalities and abilities.

Establishment of an Information Centre, a Curriculum Management Centre and use of sophisticated educational technology are the prominent features.

JAP/17 EDUCATIONAL CABLE TELEVISION SYSTEM

The educational broadcasting centre was established in 1972 and is connected to schools by cable television system. This centre is designed to provide equal educational opportunities, both quantitatively and qualitatively, to all school children in the city by using broadcasting programmes. Locally-produced educational television programmes are transmitted by cable television system.

JAP/18 OPEN PLAN SCHOOL EDUCATION: A CASE STUDY OF KATO GAKUEN PRIMARY SCHOOL

The Kato Gakuen Private Elementary School started a programme of open education in 1969, emphasizing modification of content and methods of instruction, based on learning about and from pupils; individualized instruction, team teaching, peer learning, English is taught from the age of three; and Art education stressed.

JAP/19 DEVELOPMENT OF A SYSTEM OF EDUCATIONAL ADMINISTRATION IN ZENTSUJI AND NAKATADO AREA

The system, in operation since 1970, was designed to improve the efficiency of the management of individual schools by setting up a new school management system for a broad area.

KOREA

A. NOTE ON NATIONAL INVENTORY OF EDUCATIONAL INNOVATIONS IN THE REPUBLIC OF KOREA

The purpose of conducting a national inventory of educational innovations in the Republic of Korea was to study the existing innovative educational projects,programmes and activities in order to: (i) Know the trends of changes and development in education; (ii) Promote an understanding of the processes of educational innovation and change as they occur in a particular socio-economic and cultural context; (iii) Study the potential of such projects for adaptations and transference; and (iv) Serve as a reference for identifying educational innovations which may subsequently be the subject of detailed case studies.

The Final Report of the National Inventory of Educational Innovations in the Republic of Korea includes six developmental projects: (i) The Mastery Learning Project; (ii) The Educational Development Project; (iii) The Industrial Arts Education Project; (iv) The Air and Correspondence Education Project; (v) The Elementary and Middle Schools Development Project; and (vi) The Sinahn County Broadcasting Project.

Of the six projects, three are directly concerned with the problems of instructional programmes, two deal with educational broadcasting and correspondence education while one has to do with industrial arts education. These six projects have been considered as major innovations contributing to the creation of a favourable climate for a massive educational system reform in Korea. It is expected that more projects will be inventoried before long.

B. ANNOTATED LIST OF PROJECTS

ROK/1 MASTERY LEARNING PROJECT

Provides the format for teaching English, mathematics and science in relation to the objectives of courses for grades VII, VIII and IX. The project has been widely developed throughout Korea without direct government support.

ROK/2 EDUCATIONAL DEVELOPMENT PROJECT

The project attempts to develop conceptual models for a re-organized structure of education, in which the outputs of educational resources can be maximized, thus economizing on educational costs. Started in 1965, it has been demonstrated in selected schools of Korea to show how it functions even in large classes of both urban and rural schools.

ROK/3 INDUSTRIAL ARTS EDUCATION PROJECT

This project is intended to enhance the efficiency and effectiveness of general technical education at the middle-school level. It covers the development of an individually assessed skill-learning model and related instructional materials for the improvement of the industrial arts programme in the middle schools. The project has been undertaken by the skill-learning study team of the Korean Educational Development Institute.

ROK/4 AIR AND CORRESPONDENCE EDUCATION PROJECT

During the first phase of this project, introduced in March 1974, 14 high schools were established, 11 in Seoul (of which three are for girls) and three in Pusan (of which one is for girls), with a total enrolment of 6,500 students. As of now, 40 schools have been established throughout Korea with around 20,000 students enrolled. Instruction covers 15 subjects of the normal curriculum of a regular high school. Provides high-school education, through modern educational technology, for workers, school drop-outs, other out-of-school youth and adults who wish to continue their education.

ROK/5 THE ELEMENTARY AND MIDDLE SCHOOLS DEVELOPMENT PROJECT

The project is designed to introduce a more efficient and higher-quality educational programme into elementary and middle schools in Korea. It has been scheduled for intensive implementation from 1973 through 1977. The most vigorous activities in the development of instructional and management systems, instructional materials and the educational broadcasting system,began in 1975, the third year of theproject.

ROK/6 SINAHN COUNTRY BROADCASTING PROJECT

Sinahn Country consists of 773 islands, and the schools in the inhabited islands are widely scattered. The broadcasting programme is intended to facilitate educational development in the inhabited-island schools in the country. More specifically, the objectives are: (i) to maximize the outcomes of instruction/learning activities through the utilization of technological means; (ii) to provide up-to-date information on educational innovations and to help the teachers improve their professional competencies; (iii) to help the administrators and supervisors establish relevant policies and guides, thus providing administrative supports for the schools; and (iv) to expand the opportunity for social education designed for the out-of-school youth and adults.

MALAYSIA

A. NOTE ON INVENTORY OF EDUCATIONAL INNOVATIONS IN MALAYSIA

The main purpose of compiling the National Inventory of Educational Innovations was to make a survey and listing of the existing innovative educational projects, programmes and activities in the country in order to:

- Study the trends of educational development and change in the country;
- Promote an understanding of the processes of educational innovation and change as they occur in a particular socio-economic and cultural context;
- Study the potential of such innovative projects for adaptation and transference;
- Give recognition to and stimulate educational innovations and those who initiate and maintain them;
- Serve as a reference for identifying educational innovations which can subsequently be the subject of detailed case studies, pilot experiments and training ground for personnel engaged in disseminating educational reforms and innovations.

The inventory is represented in eight parts: Part I deals with innovations in pre-school and primary education; Part II describes the innovations in secondary education; Part III outlines the innovations in special, technical and vocational education; Part IV deals with innovations in tertiary education; Part V delineates innovations in educational supporting services; Part VI mentions certain identifiable innovations in educational testing and evaluation; Part VII lists innovations in teacher education; and Part VIII gives innovations for Southeast Asia.

The report shows that a wide variety of efforts exist to improve education in Malaysia. Some of these concern the application of new technologies, others are directed at the democratization of education, equalization of educational opportunities, the individualization of instruction, the reformulation of curricula to suit the needs of national development and the reformation and revitalization of educational structures. In some cases these have been successful,in others these have been less successful.

In a brief review, the Chairman of the team responsible for compiling the inventory observed:

> It is recognized that behind every successful innovation there is a long story of trial and error, of planning,of participation by many people, of administrative structures which had to be organized, of materials which have to be prepared, and so forth. Most important, there is a story of resistances and barriers which were encountered and in some instances, overcome. The team hopes that these trials and tribulations have been faithfully reflected in this compilation. There may have been omissions here and there, but this is not intentional. This modest effort is not meant to be the final exhaustive work on the matter, but rather is intended to serve as a reference for future and more detailed research either on the nature of innovation or on the subjects mentioned. It is hoped that periodic additions will be made from time to time to update this pioneer effort.

B. ANNOTATED LIST OF PROJECTS

I. INNOVATIONS IN PRE-SCHOOL AND PRIMARY EDUCATION

MAL/1 PRE-SCHOOL PILOT PROJECT CENTRES

Started in 1974-1975 in five training colleges with the setting up of pre-school units, the project covers the training of two groups of teachers: (i) those who can teach from Standard I to Form I with exposure to Pre-school Education; (ii) those who can teach from Standard IV to Form III. It is designed to facilitate the setting up of Pre-school Education classes to cater for the pre-primary school children especially in the newly developed areas; and to enable the teacher trainees to acquire practical experience on the spot in understanding pre-primary school children.

MAL/2 EARLY READING BEHAVIOUR IN BAHASA MALAYSIA

Launched in May 1975, its main objective is to find out the level of performance in reading Bahasa Malaysia by children of defined groups in Malaysia. The target population consists of 400 Standards Two and Six pupils in primary schools chosen from urban and rural areas in the main towns of Malaysia. The testing materials developed have three components, namely: hearing vocabulary; word production and comprehension; and sentence production and comprehension. This is the first attempt to determine the difficulties encountered by children in reading Bahasa Malaysia.

MAL/3 UNIFIED LANGUAGE PROJECT

An experiment underway since January 1974 aims at pupils in the first two years of primary schools. The basic approach is to teach something first in Bahasa Malaysia and then in English. An important component is the use of songs and games. Some of the innovative features: (i) songs are composed and put on tape for use in class; (ii) children are encouraged through the use of games to respond spontaneously in speech and acting; (iii) content is taught concurrently in two languages.

MAL/4 PROJECT KHAS IN PRIMARY SCIENCE AND MATHEMATICS

Aiming at improving overall conditions of learning and teaching science and mathematics in Primary Schools, particularly in rural schools, the project became operational in 1969. Materials developed under the project include curriculum materials for teachers in the form of teachers' guides and materials in the national language for all rural primary schools. The project emphasizes pupils' active participation in classroom and out-door activities and covers the training of state organizers, and training key personnel who undertake training of school teachers.

MAL/5 LEARNING DEFICIENCIES AND COMPENSATORY EDUCATION IN THE LOWER PRIMARY CLASSES

Initiated in August 1975, with the aim of making teachers self-reliant in identifying areas of learning deficiencies in their pupils and developing and implementing compensatory programmes on their own. The project started with 30 teachers and 800 pupils, now covers all the teachers and pupils in Standard Two classes in twelve schools. It provides opportunities for teachers of different schools to meet to exchange ideas and to learn from each other.

II. INNOVATIONS IN SECONDARY EDUCATION: PROGRAMME AND CURRICULUM

MAL/6 COMPREHENSIVE EDUCATION IN MALAYSIA

The Comprehensive Education System for the schools was introduced in 1965. Some of the salient features of the new system are: (i) all pupils from standard VI were given places in Form I and provided with the opportunity to pursue education for three years (or four) leading to Form III; and (ii) the channelling of students into three streams - academic, rural extension or continuation education was discontinued; (iii) all students received unified, comprehensive, general and prevocational education.

MAL/7 COMMUNICATIONAL SYLLABUS

The objectives of the new syllabus are: (i) to enable the students to communicate effectively and be internationally intelligible in speech; (ii) to provide training to enable the students to understand any form of recreational or instructional material appropriate to their stage of learning; and (iii) to enable the students to write effectively with precision. The communication syllabus is meant for pupils in forms IV and V, but is not restricted as to levels. Focus is on communication rather than structures. Teachers teach at the level of the pupils, and in relation to the practical needs of Form V leavers indicated by the job market.

MAL/8 AGRICULTURAL SCIENCE SYLLABUS

The syllabus consists solely of agricultural topics; the present syllabus, which is a revised version of one introduced in 1968, was issued in 1974 and implemented in 1976. Its innovative features are: (i) for the first time, the course contents are presented in discrete units; (ii) the general objective for each unit is clearly specified; (iii) each unit is divided into a number of topics; (iv) the behavioural objectives, the content and recommended methodology for teaching each topic are also specified.

MAL/9 INTEGRATED SCIENCE PROJECT

A programme of curriculum renewal and improvement in science and mathematics was launched in 1967. From early 1968, in-service courses were held for teachers, school inspectors, teachers' college lecturers and State science supervisors. Almost all schools in Malaysia are now doing Integrated Science. Some of the innovative features of the project are that the teachers themselves are involved in the trial and revision of the syllabus and worksheets in the light of their teaching experiences with the subject. Other personnel are also involved in getting feedback information.

MAL/10 MALAYSIAN UPPER SECONDARY SCIENCE PROJECT (BIOLOGY, CHEMISTRY, PHYSICS)

The objective of the project is to provide a two-year specialist course in three pure sciences (biology, chemistry and physics) for the 4th and 5th years of Secondary Education (grades X and XI), leading to a Malaysian Certificate of Education examination. The project made it possible to develop a local system of curriculum reform evaluation and pupil assessment.

MAL/11 MODERN MATHEMATICS IN MALAYSIAN SECONDARY SCHOOLS

Some of the important features are: (i) development of a careful programme of planning before implementation; (ii) preparation of teachers before implementation; (iii) choice of syllabus to fit Malaysian requirements and to minimize problems of implementation; (iv) adoption of the progressive implementation scheme; and (v) application of formative evaluation for mathematics teaching.

MAL/12 NEW CIVICS SYLLABUSES FOR LOWER SECONDARY SCHOOLS IN MALAYSIA

The objective of the project was to revise the syllabuses in civics in the light of the concept of the Rukunegara. The main aspect of the work was thus to use a more systematic approach in setting out the syllabuses in civics, the innovative features being the setting out in terms of units and themes. Each unit or sub-unit comprises three parts - knowledge, attitudes and activities.

MAL/13 NEW CIVICS SYLLABUSES FOR UPPER SECONDARY SCHOOLS OF MALAYSIA - FORMS IV AND V

The objectives are to revise the syllabuses in civics for Forms IV and V in the light of the concept of the Rukunegara. Compared with the existing syllabuses in civics for Forms IV and V, the proposed new syllabuses have placed greater stress on (i) the affective aspects rather than the cognitive aspects of the subject; (ii) parent involvement in civics through the P. T. A. and other elected bodies; and (iii) more pupil activities that are of a civic nature and that will involve pupils in the life and activities of the society at large.

MAL/14 REVISION OF THE GEOGRAPHY SYLLABUSES FOR PRIMARY AND SECONDARY SCHOOLS IN MALAYSIA

The project covers revision of the existing geography syllabuses in schools to help equip students "to understand their world and find appropriate solutions to its problems". The target population includes all pupils from Standards IV to VI in primary school and all pupils from Forms I to VI in secondary school.

MAL/15 POPULATION EDUCATION FOR MALAYSIAN SCHOOLS

The broad objective is to create an informed citizenry, capable of making rational and responsible decisions on population matters. The specific objective is to reduce the rate of population growth in the country. Some of the innovative features: (i) the curriculum materials have been developed locally; (ii) an activity-oriented teacher in-service/orientation course has been instituted; (iii) an orientation seminar for textbook publishers has been organized; and (iv) the project attempts to integrate relevant elements of population education into the existing school syllabuses rather than formulating a separate additional subject for the schools.

MAL/16 MARA JUNIOR SCIENCE COLLEGE

The college was planned to provide educational facilities for secondary education to Bumiputra (Sons of the soil) students with high mental capacities with emphasis on science and mathematics at a very early stage. It is the aim of MARA Junior Science College to give access of children to a much wider variety of experience than they would normally encounter, through the available materials in the Resource Centre. The college also conducts regular in-service courses and workshops to improve the teaching methods of their faculty and to keep them abreast of new trends and developments in the educational field.

III. INNOVATIONS IN SPECIAL TECHNICAL AND VOCATIONAL EDUCATION

MAL/17 REVISION OF THE CONTRACTED MALAY BRAILLE CODE

The Contracted Malay Braille Code prepared in 1964 was revised in 1969 in view of: (i) the adoption of a new common spelling system for Malaysia and Indonesia; and (ii) the changeover from English to Bahasa Malaysia as a language medium from primary through tertiary education. In developing the new code, a multi-disciplinary team approach was used and continuous feedback was received from schools and training centres.

MAL/18 AGRICULTURAL EDUCATION AND TRAINING

The project covers six Institutions of Agriculture with 1, 307 students from first to the third year. These institutions train lower-level agricultural technicians and provide vocational/ agricultural training for youth at the Institute Level. Training programmes are organized for agricultural technicians, teaching staff and professional staff. To improve the training programme, the course was extended from 17 months to three years in 1966.

MAL. 19 VOCATIONAL AGRICULTURAL EDUCATION

Two vocational agricultural schools were established,one in Rembau Seremban in 1969 and the other in Cheno Pahang, in 1970. The two schools now have a total enrolment 880 students, most of them school leavers. The objectives are to provide the agricultural industry with manpower equipped with basic skills and knowledge at the craftsman level, and to serve as a pilot project for future expansion. The school leavers may obtain ready employment or continue their education in the field of agriculture.

MAL/20 TECHNICAL AND VOCATIONAL EDUCATION

The technical and vocational education is designed to develop expertise in the fields of engineering, agriculture and commerce both at professional and lower levels, including technicians and craftsmen. Four new subjects, of which pupils must elect one for study, were introduced in the lower secondary schools. At the upper secondary schools, the students may either attend secondary vocational schools or secondary technical schools. On completion, the students could be employed in technical trades or proceed to higher technical institutions.

MAL/21 JOB-CUM-TRAINING SCHEME

The aim is to provide continued commercial, vocational and technical education in a wide range of courses to create a reservoir of skilled workers to meet the growing demands of commerce and industry. Courses offered are Basic Electrical Crafts, Mechanical Craft Practice, Welding, Radio/TV/Electronics, Electrical Engineering Practice, and many others. By 1975, 1,137 youths had received training, of whom almost all were employed. The present enrolment is 339.

IV. INNOVATIONS IN TERTIARY EDUCATION

MAL/22 MATRICULATION COURSE

This one-year matriculation course programme of the University Kebangsaan Malaysia was conceived in 1972 and actually started in 1974 with 179 students. This is a remedial programme aimed at increasing student intake from the national stream of education into the Sciences and Medical Sciences, and to solve the interface problem between the second and third levels of the educational system. Currently, three fully-residential schools are involved, with a total enrolement of 420. By 1980 the enrolment is expected to be around 1,000.

MAL/23 TWO-SUBJECT SYSTEM OF COURSES

Introduced at the Faculty of Arts, University of Malaya, the system enables selected second and final students in the university to specialize in two subjects for the undergraduate degree of Bachelor of Arts and to choose from a range of courses offered by the various departments.

MAL/24 A FOUR-YEAR CONCURRENT SCIENCE/HUMANITIES WITH EDUCATION PROGRAMME

Begun in 1970, this programme of Universiti Sains Malaysia aims to produce teachers who can teach a minimum of two subjects from lower secondary up to sixth form and college levels in both Malay and English. The target population are students following courses in the Schools of Natural Sciences, Mathematics and Humanities. Innovative features are: (i) Instead of the one-year post-graduate education programme, a four-year academic-cum-professional programme is provided; (ii) Feedback is built into the programme.

MAL/25 UNIVERSITI SAINS MALAYSIA OFF-CAMPUS ACADEMIC PROGRAMME

The project was started in 1971, and caters for 250-300 adults over 23-years-old seeking a university degree. Each State in Malaysia is allotted a number of places. The project has proved to be an unprecedented success as shown by the number of yearly applicants. New approaches of learning have been developed, including the application of educational technology.

MAL/26 ECOLOGY HONOURS-DEGREE PROGRAMME

Started by the Faculty of Science, University of Malay in 1967, the new programme is meant for biology students in Years II and III. Fifty per cent of honours graduates become teachers, while 25% become researchers/administrators. Graduates are in demand in the educational services, environmental management and in research. The students are exposed to research for understanding of the dynamics of ecosystems and wiser use and development of resources.

MAL/27 POST-GRADUATE COURSE IN HEALTH EDUCATION

This course, commenced in early 1976, is intended for preparation of health education officers in rural and urban areas. The officers attached to the Ministry of Health and other ministries,including that of Education, and candidates from non-government agencies are admitted to the course. The impact of the project can be seen in the number of applicants and the support given to it by both government and non-government agencies. This is the first programme for training of health education officers in Malaysia.

MAL/28 SOUTHEAST ASIAN STUDIES PROGRAMME

A programme of the Faculty of Arts, Universiti Malaya, to be introduced from the academic session in 1976-1977. The staff members are reviewing their courses and undertaking research along regional lines.

MAL/29 THE CENTRE FOR FOUNDATION STUDIES IN SCIENCE

The University Senate set up in February 1976 a Centre for Foundation Studies in Science. The programme consists of four semesters spread over two years, with 16 weeks of lecture per semester. Semesters I and II comprise common courses in biology, chemistry, physics, mathematics and English for all students. Semesters III and IV are devoted to two major streams - Science and Engineering.

MAL/30 LANGUAGE CENTRE OF THE UNIVERSITY OF MALAYA

Established in 1972, the Centre's main objective is to develop several competences in languages and to provide translation services and facilities for seminars and research into language teaching. It also conducts intensive courses in Bahasa Malaysia and co-ordinates the implementation and terminology policy in Bahasa Malaysia. The Centre is preparing materials specially geared to the needs of its undergraduates. Another innovation in the two-year interpreters' course, the first of its kind in Malaysia.

MAL/31 MALAY TERMINOLOGY DEVELOPMENT

Several terminology sub-committees were established in 1965 for working in different fields ordisciplines. The objective is to enrich the Malay Language with suitable terminology for use in administration, education, law, literature and other professional areas. The list would then be sent to the main Terminology Committee for approval. The first books on terminologies were to be published by the end of 1976.

MAL/32 UNIVERSITY OF MALAYA ENGLISH-FOR-SPECIAL-PURPOSES PROJECT

Launched in 1975, this project aims to develop methods of teaching and reading materials, inclduing testing techniques, so as to improve students' abilities to read and understand English. The targets of this project are the students educated through Bahasa Malaysia, especially those from the rural areas, with priority to those studying the Sciences. The project has been in operation for 16 months and will be completed in mid-1978.

MAL/33 BAHAM

BAHAM, operated by the Language Centre and the Faculty of Education, University of Malaya, since 1971, covers three experiments to improve the reading skills in English of undergraduates who come from the Malay-medium schools. This course is necessary because, even if the medium of instruction is now in Malay, the books and journals used are still in English. The experiments were conducted through the use of the SRA Reading Laboratory and the results obtained were compared with those obtained from the regular course.

MAL/34 UNIVERSITY OF MALAYA FIELD STUDIES CENTRE

A Field Studies Centre was established in 1965 at the University of Malaya to provide field courses for university students and school children, conduct research programmes and provide a base for local and foreign scientists and naturalists. At present it has a clientele of around 900 a year but it hopes to serve 1,500 students/researchers per year in future. The project is important in that it orientates students to field work needed in agriculture and developmental programmes.

MAL/35 SCHOOL OF HOUSING, BUILDING AND PLANNING

This school was established in 1973 as a unit of the Universiti Sains Malaysia in Penang, to train students on a multi-disciplinary basis for the construction industry. An innovative feature of the school is the adoption of the unit academic system as opposed to the traditional British yearly examination system. It also admits students without high-school certificate but with advanced standing and experience.

MAL/36 THE MARA INSTITUTE OF TECHNOLOGY

The MARA Institute was established in 1957 to provide a type of training in commerce not provided by other government agencies and departments. The main target of the programme are the Bumiputras who come from the rural areas. MARA was the first institution in Malaysia to offer student personnel services such as guidance and counselling. It is particularly responsive to the needs of the Bumiputra youths.

V. INNOVATIONS IN EDUCATIONAL SUPPORT SERVICES

MAL/37 CUMULATIVE RECORD CARD

Implemented since its inception in schools in 1965, the record cards have been developed to provide a continuous account of pupils' achievement in schools as well as a record of their physical, mental and social development throughout their school-life. Through this comprehensive record, heads of schools and form teachers can have a better understanding of the pupils and be able to advise and guide them in the choice of subjects and, ultimately, their career.

MAL/38 GOVERNMENT TEXTBOOK LOAN SCHEME

The establishment of a Textbook Loan Scheme by the Malaysian Government is aimed at relieving parents with low incomes from having to spend excessive sums of money on school textbooks for their children.

MAL/39 AUDIO-VISUAL SERVICE

This service was initiated in 1972 to: (i) prepare supporting materials for educational television and radio; (ii) produce instructional materials; e.g. films, filmstrips, slides, teachers' handbooks, for use in the schools; and (iii) provide advisory service and training to teachers and others in the use of audio-visual materials and techniques. Handbooks on the proper utilization of audio-visual materials and the operation of equipment have been produced and published.

MAL/40 EDUCATIONAL RADIO SERVICE

Operating since January 1, 1975, the broadcasts aim at strengthening the national education system and supporting, in particular, the overall objectives of promoting national unity by a common national language through the use of Bahasa Malaysia as the main medium of instruction. At present, efforts are directed to the production of school radio programmes geared to the needs and background experiences of children in the rural schools.

MAL/41 EDUCATIONAL TELEVISION SERVICE

Launched in June 1972, mainly for peninsular Malaysia, ETV is employed by the Ministry of Education to: (i) assist in curriculum reforms through speedy and effective delivery; (ii) assist in the teaching of selected subject areas, including science, mathematics, and technical and vocational subjects; (iii) promote civic consciousness and national unity through civic programmes and the use of Bahasa Malaysia; (iv) inform teachers and parents about innovations; and (v) assist in teacher training programmes, both pre-service and in-service.

MAL/42 CURRICULUM DEVELOPMENT CENTRE

The Centre (established in 1973) is responsible for curriculum research, development and implementation of curriculum changes for the improvement of the quality of education in Malaysian schools. Various projects are being undertaken by specific projects/units of the Centre on a specialized basis. Wherever possible, prototype materials are improvised from local materials.

VI. INNOVATIONS IN EDUCATION TESTING AND EVALUATION

MAL/43 ABOLITION OF MALAYSIAN SECONDARY SCHOOL ENTRANCE EXAMINATION

This entrance examination was abolished in 1964 for selection of students of standard VI for promotion into Form I/ Form Remove. The automatic promotion yearly for the first nine years encouraged the pupils to continue their schooling beyond 6 years.

MAL/44 DIAGNOSTIC EXAMINATIONS

With the abolition of the Malaysian Secondary School Entrance Examination in 1964, pupils enjoy automatic promotion from Standard I of Elementary to Form III of Secondary stage. This tends to encourage a take-it-easy attitude on the part of both the pupils and teachers in the primary schools. The diagnostic examinations are intended to: (i) enable remedial work to be carried out; and (ii) provide feedback to the Ministry of Education and to schools on pupils' performance on standardized national examinations.

MAL/45 DEVELOPMENT OF DIAGNOSTIC ACHIEVEMENT AND PROFICIENCY TESTS IN ENGLISH AS A SECOND LANGUAGE

This project, started in the 1974/75 academic year and covering under-graduate students at University Kebangsaan Malaysia, is experimental. The purpose is to develop valid, reliable and usable standardized evaluation instruments for: (i) identifying the problems which the incoming first-year students may face in their English course at the University; (ii) indicating the level of students' overall competence and their abilities in specific areas of language use.

MAL/46 OBJECTIVE- TYPE TESTS FOR LOWER CERTIFICATE OF EDUCATION/SIJIL RENDAH PELAJARAN (LCE/SRP)

With the abolition of the Malayan Secondary School Entrance Examination in 1964, the number of pupils reaching Form III increased from about 33% of all Standard VI pupils in the country to over 90% in 1967. The multiple-choice type of objective-type of tests for eight subjects, to be scored by computer, was introduced to overcome the increasing demand of students for taking tests and to be able to report back results early enough to enable the selection of pupils into upper-secondary school. The tests are administered to all Form III students in the country.

MAL/47 PHYSICAL FITNESS TEST

All pupils between the ages of 12 and 18 years in the country are given physical fitness tests and the teachers are provided with a diagnosis of each pupil's weaknesses, if any, for remedial purposes.

VII. INNOVATIONS IN TEACHER EDUCATION

MAL/48 THE INTEGRATED PRIMARY AND LOWER - SECONDARY TEACHER TRAINING SCHEME

This project intends to redress imbalances in the quality of intake, training, facilities and finances for primary and lower-secondary teacher education. The project provides a common basic professional and academic foundation, offering at the same time a degree of specialization for primary and lower-secondary teaching. It has promoted mobility among teachers through the primary and lower secondary grades.

MAL/49 B.Sc. ED. UNIVERSITY OF MALAYA

For increasing the output of graduate science and mathematics teachers; and providing an integrated science with education course for concurrent training at the university/graduate level, this new degree programme has been instituted. It is one of the several steps taken to help meet the shortage of science and mathematics teachers required for the secondary schools.

MAL/50 SCIENCE AND MATHEMATICS ACTIVITIES AND RESOURCES FOR TEACHER EDUCATION (SMARTE)

Self-instructional packages under the Science Teacher Education Project (STEP) are prepared to promote the use of indigenous materials and resources for the training of mathematics and science teachers. Students work together on the same theme in order to solicit different perspectives for enrichment of their training.

MAL/51 MOBILE IN-SERVICE COURSES

Through these mobile courses, continuing from 1973, in-service training is provided for teachers of agricultural science in Forms I to III in Johor, Malaysia. The teachers identify the problems which they encounter and participate in solving these problems.

MAL/52 IN-SERVICE COURSE IN BAHASA MALAYSIA FOR TEACHERS TRAINED TO TEACH IN SECONDARY ENGLISH-MEDIUM SCHOOLS

Intensive retraining of 12 to 13 weeks is undertaken in the teaching of Bahasa Malaysia, to teachers who had been trained and work in Secondary English-medium Schools. They are thus prepared to use Bahasa Malaysia as a medium of instruction in class.

MAL/53 LANGUAGE INSTITUTE

Established in 1958, the institute was moved to its present site in Kuala Lumpur in 1959. The Institute trains teachers of Malay language and carries out research on languages. The idea of research and teaching simultaneously is an innovation.

NEPAL

A. NOTE ON INVENTORY OF EDUCATIONAL INNOVATIONS IN NEPAL

Eighteen innovative educational projects have been identified by His Majesty's Government of Nepal. They range from endeavours which will have implications for the whole educational system to highly technical projects which are designed to raise the quality and effectiveness of specific educational practices.

In the category of major reform projects can be included the "Promotion of Equal Access to Education of Girls and Women". In a traditionally-oriented society such as Nepal there is an extremely low percentage of girls and women who benefit from the publicly-supported educational system. A major project therefore has been initiated to accomplish two objectives: (i) to promote equal access of girls and women to education by increasing the number of women teachers through training at the Institute of Education, and improving their qualifications through special courses; and (ii) to provide incentives for women to join the teaching profession and thus strengthen the primary education component of the National Education System Plan for 1971-76 (NESP).

The findings of a mid-term evaluation of the project compiled in 1973 by a team of officials from Unesco, UNDP and His Majesty's Government of Nepal were encouraging, and implications of the project for the whole regular programme of teacher training are now being explored.

An example of a more specific, narrowly-focused project is the "Utilization of Local Resources and Preparation of Instructional Materials for Science Teaching". This project was conducted by two Nepal science teachers in two secondary schools, January/February 1975 - February 1976. These science teachers, in collaboration with the Nepal Curriculum Development Centre, identified local materials which can be used in the teaching of science and tried them out on an experimental basis. After a one-year period of identification, experimental try-out and evaluation, work began on the preparation of a "science activities handbook" which will be offered for use by other science educators in Nepal.

B. ANNOTATED LIST OF PROJECTS

NEP/1-5 SCIENCE EQUIPMENT CENTRE

This Centre was established in 1967 to serve as a research and development centre for the production of educational equipment prototypes from indigenous materials to meet the demands of the new curriculum introduced in the country. Five projects, namely: (i) Development of educational equipment prototypes; (ii) Production unit; (iii) Mobile workshop for the use and maintenance of educational equipment; (iv) Handbook for manufacturing and maintenance of simple basic equipment; and (v) Educational equipment laboratory were carried out simultaneously by the Centre. These projects were listed as Projects 1-5 in the national inventory report describing very briefly the purpose and special features of each.

NEP/6 USING THE ENQUIRY METHOD IN THE TEACHING OF MATHEMATICS

This will be a short-term pilot project involving three schools. It is project for effectively implementing the new mathematics curriculum under which curriculum guides and textbooks have already been developed.

NEP/7 APPLICATION OF THE SENTENCE METHOD IN THE TEACHING OF NEPALI

Teachers in three selected primary schools of Kathmandu and Lalitpur districts would be enabled to teach the Nepali language by applying the sentence method of teaching language. The procedures in carrying out consist of a seminar, actual teaching under supervision of CDC specialists, and group discussions. After three months the project will be evaluated.

NEP/8 TEACHING READING BEFORE TEACHING THE ALPHABET

In Nepal schools, English starts in grade IV but the textbook does not provide for the teaching of the English alphabet. This project was started in 1975 to find out if the teaching of reading without introducing the alphabet can be made a regular feature of the school programme and to develop a practical teacher's handbook. The project is carried out in six stages: (i) a one-week orientation workshop for the teacher of the project; (ii) one week of supervised teaching; (iii) occasional supervision and guidance; (iv) one week's observation of classes after three months; (v) data collection; and (vi) preparation of final report.

NEP/9 UTILIZATION OF LOCAL RESOURCES AND PREPARATION OF INSTRUCTIONAL MATERIALS FOR SCIENCE TEACHING

This is a project designed to make the teaching of science more effective and practical through the use of local educational resources and teacher-improvised equipment. The pilot phase covers two grade-VIII classes in two schools. Experience gained and materials prepared will then be spread to other schools of the district. The specific objectives and proposed procedure of work have been indicated.

NEP/10 REALIZATION OF CURRICULUM OBJECTIVES THROUGH ACTIVITIES

Through a try-out at the beginning of 1975-1976 for two months in three selected schools of Kathmandu and Lalitpur districts, it will be determined whether or not the new social studies curriculum can be taught by means of activity-based teaching without using the textbook.

NEP/11 STUDENT-OPERATED SAVINGS BANKS

The Savings Banks were opened in all secondary schools to give the students an empirical knowledge of the importance and role of commercial banks and to develop banking and saving habits.

The government provides the schools a modest amount as capital. The students operate the banks themselves, under the supervision of the teachers, following established bank rules.

NEP/12 AN ANALYTICAL STUDY OF EDUCATION AS A VOCATIONAL SUBJECT

This study seeks to identify the difficulties encountered in the use of the textbooks and curriculum on education in the secondary schools of Nepal. It is a survey study which will ask the opinion of the sample teachers from each development region. The investigator will visit each development region to administer the questionnaire.

NEP/13 REMOTE-AREA PRIMARY TEACHER TRAINING PROGRAMME

The project is intended to deal with the problem of finding trained teachers for schools in remote areas by (i) upgrading the academic qualifications of deserving teachers of these areas; and (ii) providing them with professional training through specially-designed courses conducted in special types of centres established in remote districts.

NEP/14 EQUAL ACCESS OF GIRLS AND WOMEN TO EDUCATION

The project (started in 1971) is designed to expand training for women teachers at the Institute of Education at Pokhara and Dhankuta to improve their qualifications through special courses and provide incentives for them to join the teaching profession. Girls and women from villages and distant areas with eight years of schooling and from very remote areas with as little as five years of schooling are admitted for training and for further general education.

NEP/15 ON-THE-SPOT PRIMARY TEACHER TRAINING

A vast majority of untrained primary school teachers are to be trained within as short a time as possible. This cannot be done through the present facility of regular in-service teacher training programme. The project is thus designed to transport the training facilities to the area where these untrained primary teachers are serving.

NEP/16 DIPLOMA-EXTENSION TEACHER TRAINING PROGRAMME

The programme is designed to train local in-service secondary school teachers of the Kathmandu area in as short a time as possible and extend the opportunities to meet the same requirements for getting a diploma in education. Two types of diploma courses are provided: a one-year diploma course for graduates from other diciplines; and a two-year diploma course for those teachers who have passed the intermediate course.

NEP/17 DEVELOPMENT OF A FIELD-ORIENTED SEQUENCE IN THE PRIMARY TEACHER TRAINING PROGRAMME

The programme has been established for: (i) developing and evaluating a practical field-oriented sequence in the primary teacher training programme; (ii) developing a model process for teacher education programme development, implementation and evaluation; and (iii) developing in the faculty the proper attitudes and skills necessary to meet the objectives of the programme. The project accepts the skills, concepts, and attitudes teachers presently have as a starting point for developing more effective teaching competencies.

NEP/18 MID-TERM EVALUATION OF THE IMPLEMENTATION OF THE NATIONAL EDUCATION SYSTEM PLAN

The National Education System Plan of 1971-1976 has been in effect since 1971. A team of educational experts was constituted by His Majesty's Government to evaluate its implementation, at the mid-term points. The inventory covers the findings and suggestions of the team. Some of the important findings and suggestions of the evaluation are briefly summarized below:

1. Administrative power and functions are highly centralized and there is delay in direction and approval. Power should be decentralized

among the Regional Directorate and other agencies in the field at the district and local levels.

2. There is insufficient management and leadership in the construction of curriculum, preparation of textbooks, and teacher training.
3. The local education committees should be given more power to carry out their activities.
4. Attendance at a training workshop once per year should be mandatory for all teachers of the country.
5. The use of radio in formal and non-formal education should be expanded.
6. The higher education admissions test for entrance into technical institutes is not sufficiently effective. It should be made more comprehensive in nature.
7. The different institutes of Tribhuvan University should concentrate on the development of a life-oriented, problem-centred curriculum in keeping with the manpower needs of the country.
8. Research activities should be started in each institute of higher education. Library facilities should be expanded. A University Journal should be published.

PHILIPPINES

A. NOTE ON THE NATIONAL INVENTORY OF EDUCATIONAL INNOVATIONS IN THE PHILIPPINES

The objectives of assembling a national inventory of educational innovations were: (i) to study the trends of educational development and change in the country; (ii) to promote an understanding of educational change processes as they occur in a particular socio-economic and cultural context; (iii) to study the feasibility of the transference or adaptation of some innovative projects; (iv) to recognize the efforts of those who have initiated innovative projects; and (v) to prepare a list of innovative projects which will serve as a ready reference for use by educators.

The innovative projects cover all the six programme areas of APEID. Four hundred thirty-five (435) projects were inventoried and classified under the following categories: (i) Innovative; (ii) Less Innovative; and (iii) Non-Innovative. Out of the total of 435 projects, 82 were classified as innovative, 173 as less innovative, and 180 as non-innovative.

The inventory report consists of three typewritten volumes. The first volume contains a full description of each of the 82 educational projects considered innovative. Apart from the project title and the name and address of the person responsible for the project, the description includes information on the background, objectives, implementation, inputs, management, problems and constraints, performance and impact, and key innovative features. The distribution of these projects by APEID programme areas is: (i) New Orientations and Structures in Education (NOS) - 29; (ii) Educational Management (EM) - 10; (iii) Curriculum Development (CD) - 30; (iv) Educational Technology (ET) - 6; (v) Teacher Training (TT) - 5; and (vi) Science Education (SE) - 2.

Volume II contains short descriptions of 173 less innovative projects. These are normally one page in length showing the title, person responsible, special features and status of the project. By programme area, the distribution of project is: NOS-38; EM-10; CD-103; ET-3; TT-9; and SE-10.

The third volume contains very short descriptions of 180 educational projects which are considered non-innovative. These inventories give only the title, names of persons responsible and a very brief description of the project.

Of the 435 projects and programmes, 353 are in varying degrees of implementation. Of this number, 180 are 'one-shot' programmes that can be completed within a short period of time.

B. ANNOTATED LIST OF PROJECTS

I. NEW ORIENTATIONS AND STRUCTURES IN EDUCATION

PHI/1 AGRICULTURAL SKILLS TRAINING PROJECT

This university extension service, started in December 1971, employs an interdisciplinary approach and requires each former trainee to set up a project in his own farm and perform laboratory experiments in his own project. Three instructors, in agriculture, animal husbandry and general education, work as a team with the youth farmers in conducting field studies, and supervising and assisting the trainees during their farming practice periods.

PHI/2 BARRIO DEVELOPMENT SCHOOL PILOT PROJECT (BDS)

Started in July 1970 by the College of Agriculture, U. P., Los Baños, this is a terminal secondary school programme for 'barrio' (village) youth who have decided to live in the barrio as farm operators. The training emphasizes occupational training for at least four years aimed at developing better rural life, better homes, skills and abilities to increase production, and making the youth good citizens.

PHI/3 BAYANIHAN SCHOOL PROGRAMME

An agricultural secondary school programme which is organized on the basis of "earn and save while you learn" by utilizing itinerant agricultural instructors and technicians who teach and supervise students in their own farms. All agricultural courses during the first two years are covered on the farms and the academic courses during the next two years in the college. Students maintain both individual and communal farms from which they earn their schooling, save for their college fees. The programme is managed jointly by the college and the village council.

PHI/4 CAPIZ MOBILE SCHOOL

This pilot project tries to bring technical education to out-of-school rural youth through mobile schools. The project was started in 1973 after the survey of the training needs and resource availability in the area. More than 120 trainees underwent training in handicraft in five villages. There is a plan to organize co-operatives among graduate trainees of this programme. Financial support was provided by the Institute and the Government. Evaluation showed that 80% of the objectives were attained.

PHI/5 COMMUNITY-BASED TEACHING PROGRAMME FOR COMMUNITY HEALTH

This project was started in 1967 by the University of the Philippines to provide health care to the students and the community most efficiently within the available local resources. This objective was carried out through conducting research on different problems involved in the delivery of health care, providing health services in both rural and urban areas and training health workers, both professional and non-professional, to work in the community.

PHI/6 COMMUNITY DEVELOPMENT THROUGH NON-FORMAL EDUCATION

Started in 1972, the educational programme promotes community development through the introduction of the green revolution, cleanliness and beautification campaigns and cottage industries, by changing the attitude of the villagers from dependency to self-reliance and linking schools and homes in a co-ordinated programme. Survey of socio-economic needs of the community was conducted with a view to utilizing local resources in the promotion of work-oriented education in primary and secondary levels, integration of the Green Revolution Movement in the school with the home and the creation of a co-operative market in the community.

PHI/7 COMPREHENSIVE PRACTICAL ARTS PROGRAMME

Practical arts courses in agricultural arts, business arts, home arts, fishery arts and other vocational arts are included in the existing pre-service and in-service teacher education curriculum of the Iloilo School of Arts and Trades. Salient innovative procedures are participatory planning, an interdisciplinary approach to curriculum programming, the use of research as a supporting activity in implementing and improving the programme, and formative evaluation.

PHI/8 CO-OPERATIVE TRADE TRAINING PROGRAMME

The fourth year (secondary) and technical course (post-secondary) students supplement their knowledge, skills and competencies through actual on-the-job training in local shops and establishments. The schools arranged for their students to be apprenticed and evaluated by the shop owners and foremen through programmed shifting. Students are provided opportunities to gain higher-level skills pertaining to such operations as shop management and operation, manager-customer relationship, procurement of raw materials, and costing of finished products.

PHI/9 COTABATO RURAL UPLIFT MOVEMENT (CORUM)

The movement pools together the resources of the college, the church and the community in effecting community development through the five-pronged thrust in education, health, livelihood, self-government and culture with the philosophy of helping people to help themselves in problem-solving processes. Other rural-oriented projects of the college also collaborate with the Project. Evaluation has indicated that the Project has made a significant impact on the lives of the people in 13 villages so far.

PHI/10 EDUCATION FOR YOUNG CITIZEN PRODUCERS

The educational potential of out-of-school youth (aged 15-35) is being developed through functional literacy with their training in practical activities designed to raise their earning power and improve their usefulness as citizens and community members. Due attention is given to the adoption by trainees of high-return techniques, home industries, marketing of produce, conservation of natural resources and maintaining of health. Teachers and trainees prepare their own syllabi which incorporate the needs, aspirations and interests of youth.

PHI/11 GREEN REVOLUTION (GR)

This nation-wide programme has contributed to greater production of rice; good health through food habits; and desirable traits and attitudes among school children, parents, out-of-school youth, and adults in communities. Systematic organization of committees from the national down to the school levels was used to implement programmes such as in-service training, production and use of 'green revolution' integrated curriculum materials, improvement of teaching competencies, establishment of seed centres, initiating nation-wide campaigns in fruit and forest tree growing, sponsoring agro-industrial fairs, and campaigning for the organization of co-operatives.

PHI/12 IN-SCHOOL OFF-SCHOOL APPROACH (ISOSA)

Important features are: (i) increasing the number of pupils per class from 40 to 80, (ii) using self-learning kits for teaching purposes, and (iii) dividing the pupils into two groups so that for one week one group has an 'in-school' session to study under the guidance of the teacher, while the other group has an 'off-school' session using self-learning kits under the guidance of non-traditional teachers.

PHI/13 INTEGRATING WORK AND VOCATIONAL SKILLS INTO THE HIGH SCHOOL ACADEMIC CURRICULUM

This is an experimental project in which the curricular content is drawn from contemporary problems, events and changes.

Opportunities are provided for self-initiated and voluntary work experience in and out of school time; students' ideas are carried out in concrete forms. Conditions for work and study that permit freedom of choice in selecting curricular activities are created, and out-comes are evaluated in terms of the student's set goals. Local resources are utilized for teaching-learning effectiveness.

PHI/14 "LINGAP SA NAYON" A RESEARCH-ACTION PROJECT

Launched in 1970 by the Manila Central University, the project involves the community in activities that will bring about social justice and contribute to development. Opportunities are provided for the students to channel their extra energies to community development activities that will make classroom learning more meaningful. Since the project started, many community recreational, social, economic and cultural activities in which a number of universities are involved have been carried out.

PHI/15 MODEL COUPLE ADVOCATOR RESEARCH PROJECT

The Concordia College provides actual experiences for social work students in projects related to family planning and monitors the effectiveness of students' participation in the training of model couples who will reach out to other couples. A class of 25 social work students selected ten model couples whom they trained through seminars, group dynamics, and actual field experiences. After their training they were expected to reach out to one hundred couples. This is one way of solving the lack of trained family planning workers.

PHI/16 MORONG FOLK SCHOOL

Organized in April 1961 to motivate the out-of-school youth to return to school and learn vocational skills through short-term vocational courses and such academic subjects as applied arithmetic, Philippine history and government, English, Pilipino, general science and character education, the school operates for 6 or 7 weeks in summer when the schools are not being used and teachers are relieved of their regular academic work.

PHI/17 NATIONAL COLLEGE ENTRANCE EXAMINATION

All high school graduates seeking admission to higher institutions are now required to pass a national entrance examination. The first national college entrance examination was administered in November 1973. Two innovative features are that the programme:

- Selects students most suited for a four-year college degree and trains just the right number of students at each level, in each field of specialization;
- Involves both public and private school personnel in the administration of the examinations.

PHI/18 NON-FORMAL AGRICULTURAL EDUCATION IN A FARMING COMMUNITY

The agricultural activities of supervised farming students derive from the needs of their family farms which eventually become laboratories for learning. The mobile team - composed of the principal, two agricultural teachers, one home-making teacher and a nurse - visits farm families of the students, helps them to get started, establishes income-generating activities and a co-operative marketing system, and encourages them to participate in civic action projects.

PHI/19 NON-FORMAL EDUCATION FOR FARMERS AND OUT-OF-SCHOOL YOUTH

This extension service stresses productivity of farmers through instruction and training in three ways; namely, classroom instruction, laboratory and demonstration, and field practice and visits to farms of the trainees. A survey of the farming conditions was made and the data used in planning of the training courses. A model farm is chosen to serve as laboratory and demonstration farm. After training, the trainees are helped in procuring loans from the rural banks for starting their own ventures. Encouraging results are reported.

PHI/20 NON-FORMAL SHORT-TERM OPPORTUNITY COURSES IN HOME INDUSTRIES AND OTHER PROJECTS

Since 1951, out-of-school youth and employable adults have been trained to produce marketable articles by themselves or with the help of relatives in their homes. The project now has 20 home-industry centres found in different parts of the country which provide training not only to out-of-school youth but also producers, entrepreneurs, managers of cottage industries, demonstrators and technologists.

PHI/21 ON-FARM INSTRUCTION THROUGH FOUNDATION-FINANCED STUDENT FARMING PROJECT

On-farm instruction is promoted by encouraging students at the Mindanao Institute of Technology (MIT) to undertake group (class) or individual agricultural projects. The funds are provided to the students on soft-loan terms by the MIT Future Farmers of the Philippines Educational Foundation, Inc.

PHI/22 PRE-SCHOOL FEEDING PROGRAMME

Civic-spirited organizations are tapped as sponsors and facilities and equipment of the school foods laboratory and products from the school gardens are utilized by the Bureau of Public Schools: (i) to provide pre-school children with food supplements and basic health services; (ii) to give supplementary instruction to mothers and children in the production, solution and preparation of suitable food mixture; and (iii) to produce adequate local food supplies to replace the imported products.

PHI/23 SPECIAL ACTION FOR LITERACY ADVANCEMENT OF MUSLIMS (SALAM)

Started in June 1973 by the Department of Education and Culture to train functionally-literate Muslim adults and out-of-school youths in Mindanao and Sulu so that they can take an active part in promoting the national goals of the country. The project is patterned after the teaching of English as a second language but uses Arabic characters instead of Roman letters and figures in the method of teaching. The classes are taught by Muslim teachers who are proficient in Arabic.

PHI/24 PROJECT IMPACT

Launched in 1973 in Naga, Cebu, this is a joint project of the Department of Education and Culture and the SEAMEO-INNOTECH

Centre. The project makes use of community resources, using parents in managing the education of their children, through self-instruction, peer learning, programmed learning, programmed teaching and a tutorial system. An educational supervisor is responsible for 200 pupils who are taught in a Learning Centre.

PHI/25 SILLIMAN UNIVERSITY EXTENSION PROGRAMME

The teaching-learning processes are made more relevant and useful through involvement of students in rural development. The programme maintains pilot demonstration projects in rural communities, holds seminars and workshops on extension work and government economic programmes, and provides community services. The projects undertaken include manpower training, applied nutrition, conservation education, community health and sanitation, social work, drug education, food production, agricultural extension, reforestation and child care.

PHI/26 SPECIAL BOAT-BUILDING PROGRAMME

Because of its geographical location. Zamboanga derives most of its income from industries related to the sea, such as shipping, fishing, tourism and commerce. The Zamboanga School of Arts and Trades (ZSAT) saw the need for a boat-building programme that would boost the fishing industry, facilitate commerce and industry and generate employment for shipbuilders, welders, electricians, marine engineers, power plant operators and other workers.

PHI/27 THREE-IN-ONE CULTURE PROJECT

Initiated in 1972, the purpose of the project is to maximize food production per unit area of land by raising rice, fish and frogs on the same area on a scientific basis. The project is still in the pilot stage.

PHI/28 WORK-ORIENTED CURRICULUM PROJECT

The purposes here are to instil career awareness among elementary school pupils, develop self-concepts related to work, provide work experiences that will promote self-reliance, dependability, co-operation, appreciation for and enjoyment of work, and efficient work habits and attitudes. Work education focused on the needs of the community is the core of the curriculum. Teachers and pupils are encouraged to undertake vocational projects at school in homes.

PHI/29 YOUTH CIVIC ACTION PROGRAMME (YCAP)

The Department of Education and Culture launched YCAP in 1972 to provide opportunities to the youths to develop physically, intellectually and socially. From the elementary to the university levels, students engage in some form of civic action work related to their studies and undertaken either during weekends or during Christmas and summer vacations. YCAP projects undertaken by students are prerequisites for graduation.

II. EDUCATIONAL MANAGEMENT

PHI/30 AGRICULTURAL-BUSINESS MANAGEMENT TRAINING

Started in 1970 by the Central Mindanao University, this management training project is intended for persons interested in commercial agricultural enterprise. Specific objectives, implementation of the project, problems and constraints are included. A performance and impact statement is also made.

PHI/31 TIE-UP TRAINING PROGRAMME

The Mindanao School of Arts and Trades provides skills training and employment for persons displaced by an industrial park. Comment is provided on implementation so far, inputs of money and personnel and some management considerations. Coordination is sought between a construction firm and a training agency.

PHI/32 EDUCATIONAL MANAGEMENT CENTRE

The Centre was started in 1975 by De La Salle University, Manila, to teach or upgrade competencies of active or potential educational administrators through full- or part-time educational programmes. A background to the project is provided as well as a brief description of its implementation.

PHI/33 A FIVE-YEAR UNIVERSITY DEVELOPMENT PLAN AND A TEN-YEAR UNIVERSITY COMPLEX DEVELOPMENT PLAN

Angeles University since 1974 has taken measures to: (i) elevate the quantity and quality of University resources (curriculum, teaching, employment) in order to serve a larger number of students; and (ii) build a new physical plant and campus. Reference is made to preliminary implementation steps and the management structure. A list of key innovative features is also included.

PHI/34 INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS (IDEA)

IDEA is a small educational project of Xavier University which began in 1972 to upgrade the quality of school/college administration in outlying provinces. Included is a brief statement of objectives, inputs and a key innovative feature.

PHI/35 INSTITUTIONAL PLANNING

De La Salle University created in 1971 of a permanent planning office. Through this office a 10-year development plan was written. The key elements of this plan are described. The innovative features of this effort are noted and are useful in consideration of how renewal in higher education can be stimulated and sustained. Observation-cum-study of university planning offices throughout the world was conducted prior to the writing of the De La Salle plan.

PHI/36 MANAGEMENT TRAINING PROGRAMME FOR SECONDARY SCHOOL PRINCIPALS

This paper refers to a large plan not yet operationalized to upgrade the management knowledge and skills of some 3,500 secondary public and private school principals. Specific objectives are noted including primary reliance on the short-term in-service training delivery system. Inputs are identified also.

PHI/37 MINDANAO INSTITUTE FOR THE DEVELOPMENT OF SCHOOL ADMINISTRATORS (MIDSA)

Reference is made to an M. A. programme for active school administrators which would not require a break in their employment. Characteristics of the educational design are included.

PHI/38 SPECIAL EDUCATION CENTRE

This is a locally inspired effort to create an education centre for exceptional children; i. e. those who suffer from hearing impairment, visual difficulties, mental retardation and behavioural problems.

PHI/39 THE YEAR-ROUND SCHOOL PROGRAMME

Full-year use of a local school was started due to a continuing expansion of the secondary school population and limited resources to meet the needs of these children. The programme is 'staggered' by quarters. The background and preparation for this change is noted.

III. CURRICULUM DEVELOPMENT

PHI/40 APPRENTICESHIP CREDITED

The College of Commerce organizes for De La Salle's graduating seniors and terminal students work experience that is clearly related to their field of study and individual interest within their field. This is an apprenticeship programme under which the students'work in assigned companies supervised by the Director of the Programme and the personnel in charge of the companies.

PHI/41 AN APPROACH TOWARDS INDIVIDUALIZATION OF INSTRUCTION

An experiment on an indigenous scheme of individualization of instruction was initiated at the Ateneo Grade School by Dr. Rodolfo Malasmas, Headmaster, in 1972. It was implemented in three stages; namely, the information stage, the experimental study stage and the pilot try-out stage.

PHI/42 IMPLEMENTATION OF THE GUIDELINES FOR BILINGUAL EDUCATION

Teachers' competence is developed in the use of Pilipino as instructional medium in all educational levels through intensified in-service training programmes at the national, regional and local levels. The project started in December 1974 under the direction of the Institute of National Language, Department of Education and Culture, Manila.

PHI/43 CONTINUOUS PROGRESSION SCHEME

Creative strategies were used to develop the learner to his optimum level. The project started with a target population composed of particular classes in the school and gradually expanded to cover the whole nation. Teachers and administrators were trained for the purpose through various activities such as: (a) conferences, seminars and echo demonstrators; (b) institutes, inter-visitations, 'buzz sessions'; and (c) TV and radio interviews.

PHI/44 AN EXPERIMENT IN OPEN EDUCATION

The salient features consist of: (1) child-centred education; (2) individualized instruction; (3) flexible classroom arrangement; (4) the outdoor or the local environment as an extension of the classroom; and (5) restoring joy in the learning process. Emphasis is laid on the use of locally produced instructional materials, the local environment as a source of learning and the tapping of local and available talents from existing personnel. The project started in 1975 at the Laboratory School, Colle[illegible]f Education, Xavier University, Cagayan de Oro City.

PHI/45 SPECIAL CLASSES FOR THE FAST LEARNERS IN THE PUBLIC ELEMENTARY SCHOOLS IN THE DIVISION OF BULACAN

One hundred selected students were distributed equally into four classrooms. These students reported for instruction once a week to the pilot centre nearest their residence. Creativity and enrichment in Science, Math, Music, Arts, English and Pilipino were offered with provision for special talents.

PHI/46 A FEASIBILITY STUDY OF THE NON-GRADED PROGRAMME AT THE NORTHERN LUZON TEACHERS' COLLEGE LABORATORY SCHOOL

Children of two contiguous and three contiguous reading levels, with more or less the same social and emotional maturity, were placed together. The child will move from one level to the next higher level as soon as his performance warrants it. The project was launched in 1972 under the supervision of the Supervisor of Student Teaching at Luzon Teachers College, Laoag City.

PHI/47 FIVE-YEAR PROGRAMME IN MATHEMATICS (1968-72)

Systematic and intensive training programme was provided for all mathematics personnel in the Division. In-service training methods were mainly made up of demonstration teaching, peer teaching, study group meetings, practitioner, lecture-demonstration, and follow-up visits. The project also places its emphasis in the utilization of local resources in the production of teaching materials, visual aids and devices.

PHI/48 INDIVIDUAL AND SMALL GROUP PRESCRIBED INSTRUCTION

The existing instructional programme was upgraded and instruction related to the different types of learners. Stress was laid on the use of the individual and small group prescribed instruction, the use of all available space and facilities for instructional purposes, and the recycling of old paper and furniture.

PHI/49 INDIVIDUALIZED INSTRUCTION IN XAVIER SCHOOL: A PROGRAMME TO MAXIMIZE THE RELEASE OF HUMAN POTENTIAL

Teachers received training in group dynamics,individualized instruction, restructuring the curriculum and preparation of instructional materials.

PHI/50 INDIVIDUALIZING INSTRUCTION

The teachers were sent to seminars on individualized instruction, and observed individualized curricula in three other schools. The school curricula and practices were restructured, materials geared to different ability levels of students were developed and teachers participated in the preparation of multi-level materials and in the optimum use of local resources. The project was started in June 1975.

PHI/51 INDIVIDUALLY GUIDED EDUCATION

Use was made of a variety of procedures such as individualized instruction, informal teaching, contractual activities and in-depth analyzing and synthesizing of concepts were adopted. Learning kits and taped lessons were developed.

PHI/52 LETRAN INTEGRATED LEARNING RESOURCE PROGRAMME

A Learning Centre and an Office of Planning and Development were established to solve such educational problems as lack of local resource materials, chronic lack of innovativeness and creativity among those involved in instruction, and non-utilization of local resources. In implementing the project three strategies were used: seminars, documentation and classroom experiments.

PHI/53 INTEGRATING NUTRITION EDUCATION IN SECONDARY CURRICULUM

To step up awareness of the importance of nutrition by integrating nutrition education in the secondary curriculum, teaching guides and unit-texts were prepared and tried out. Teachers were given a free hand in their try-out procedures, and were given the option to use or not to use the materials.

PHI/54 LEYTE RESEARCH AND DEVELOPMENT HIGH SCHOOL

Special programmes were organized in science, mathematics, social studies and other research and development oriented fields for selected groups of talented youngsters. To implement the programme, a Faculty Development Programme was organized to improve the teaching. Self-pacing techniques in learning including new instructional procedures that are semi-individualized, as well as enquiry-and-work-oriented are used.

PHI/55 MODIFIED INDIVIDUALIZED INSTRUCTION

A combination of the Non-graded and Individual Instruction Schemes was developed to suit the needs of the students. Teachers were prepared to carry out the project through various activities such as observing actual individualized instruction classes, attending seminars and workshops and material preparation. During the implementation stage, weekly teachers' meetings, films and other audio-visual materials, as well as team teaching were used.

PHI/56 NON-GRADED OPEN SCHOOL PROGRAMME

This flexible programme integrates and develops academic and vocational aptitudes. The school under experiment has no grade structure and children will move up in accordance with their abilities. In this way the curriculum becomes flexible and instruction is based on the needs and capacities of the students.

PHI/57 THE NON-GRADED OPEN SCHOOL SYSTEM OF THE BENEDICTINE ABBEY SCHOOL

The school was organized in the form of non-graded structure. Specific methods used in carrying out the project were: (a) team teaching; (b) consultation with local as well as foreign experts; (c) observation; (d) flexible scheduling; (e) use of filmstrips; (f) field trips; and (g) individualized instruction.

PHI/58 NON GRADED-PRIMARY SCHOOL PROJECT

As another experiment in a non-graded school, a detailed curriculum guide was distributed among teachers, and varied instructional materials suited to the needs of each child were produced. Teachers were prepared for their work through meetings, seminars and workshops. Children were divided into groups according to their abilities and could be regrouped to suit their needs.

PHI/59 'PERSONALIZED' EDUCATION

At one school, this was gradually introduced into the elementary grades and then into the high school grade. Classrooms were organized into specific areas of interest where students may have all the necessary materials for the subject. Remedial materials for slow learners as well as enrichment materials for fast learners were provided.

PHI/60 PHYSICAL FITNESS AND SPORTS DEVELOPMENT PROJECT

A physical fitness test was conducted and a manual in physical education was prepared based on feedback from the test. A supplementary teaching guide was likewise prepared for use in all school divisions. Leadership training for P. E. supervisors and teachers was also conducted.

PHI/61 PILOT TEACHING OF MATERIALS IN POPULATION EDUCATION

These materials were prepared by the Population Education Programme, Department of Education and Culture. A tentative syllabus and resource book on population education were tried out in several teacher training institutions in the country and at the University of San Agustin. Some of the methods used in carrying out the project were: seminar-workshops, conferences, field and library researches and field trips.

PHI/62 POPULATION EDUCATION IN THE SCHOOL CURRICULUM

Curriculum materials, development, teacher training and research on population education were undertaken so that instruction in population education could be provided to students at all levels of education. The systematic training of school officials, supervisors, teachers and college instructors was conducted before the programme was implemented. Preparation of curriculum materials was undertaken through consultants' appraisal and field testing.

PHI/63 PREPARATION OF INSTRUCTIONAL MATERIALS FOR SECONDARY SOCIAL STUDIES

A project started in 1973, the aim was to produce instructional materials, particularly textbooks and prototype teaching guides, for use in secondary social studies. To carry out the project, several seminars and workshops were conducted to develop the materials, and small-scale try-outs were made. Specialists in curriculum and the social science disciplines were called upon in the project.

PHI/64 PRODUCTION DESIGN TECHNOLOGY IN THE TEACHER EDUCATION AND TECHNICAL EDUCATION CURRICULA

Indigenous arts and design motifs were developed for infusion into contemporary design of articles and to train a select group of persons and teachers in designing unique Philippine products. An enrich curriculum for industrial and product design was developed and local experts were used. An inter-disciplinary approach was also used to educate product manufacturers as well as teachers.

PHI/65 SAN NICOLAS BARRIO PILOT PROJECT

The School of Midwifery, University of Northeastern Philippines, exposed the students of midwifery to actual services before their board examination, and also helped the people of San Nicolas in understanding, and practising sanitation and proper eating habits. Methods used in implementing the project were dialogues, visitations, demonstrations, visual aids and inter-group evaluation. An integration of health and sanitation, population education, green revolution, maternal and child care in all subjects in the School of Midwifery was also emphasized.

PHI/66 GEARING CURRICULUM DEVELOPMENT AND CONTENT OF CURRICULUM MATERIALS IN HEALTH, SOCIAL STUDIES AND LANGUAGE ARTS TO NATIONAL DEVELOPMENT

Innovative instructional materials in Social Studies, Language Arts, and Health were developed for use in the New Secondary Education Programme. It was initiated in 1973 at the U. P. College of Education. The strategies used in implementing the project were: (a) development; (b) experimental-trial use; (c) evaluation and revision; and (d) dissemination. The project placed emphasis on the scientific and technological orientation of the instructional materials produced and on gearing the content of these materials towards national development goals.

PHI/67 USE OF TECHNICAL PILIPINO (MAUGNAYIN APPROACH) AS SOLE MEDIUM OF INSTRUCTION FROM GRADES ONE TO SIX

Started in 1970 by the Araneta University Foundation, this project was designed to demonstrate that grade school pupils can learn more and at faster rates using technical Pilipino rather than English as medium of instruction. In its implementation, teachers were first trained in the use of technical Pilipino and in preparing syllabus and lesson plans. Poor but deserving pupils were provided with free education.

PHI/68 WESLEYAN POPULATION EDUCATION PILOT PROJECT

Curriculum materials were produced in selected subjects in elementary, secondary and higher education. Teachers were also trained in both population concepts and population education curriculum. Evaluation of pupils' and teachers' performance was undertaken in continuity.

PHI/69 WORK-STUDY PROGRAMME FOR THIRD-YEAR STUDENTS AT THE COLLEGE OF INDUSTRIAL TECHNOLOGY

Started in 1975, the programme is designed to give the industrial technician students an opportunity to apply the basic knowledge learned in the classroom to actual situations. According to the plan, students will work during the day and study in the evening. Industries are requested to allow their student employees to attend laboratory courses. Courses are designed in the form of modular scheduling and programming.

IV. EDUCATION TECHNOLOGY

PHI/70 EDUCATIONAL RADIO BROADCASTING USING LOCALLY DEVELOPED MATERIALS

In 1974 Basilan Province initiated a radio instruction project to enrich classroom instruction and to provide educational information for out-of-school youth and adults. The initiative came from two local institutions, a radio station and the Office of the Superintendent of Public Schools. Emphasis is placed on the realities of local conditions, and the community is involved in the preparation and operation of the project.

PHI/71 BUREAU OF PUBLIC SCHOOLS EDUCATIONAL TELEVISION PROGRAMME

The Bureau of Public Schools in 1971 developed a pilot project of educational television programming for school children, teachers and the general public. Instructional television is in itself a new educational enterprise in the Philippines. Use is made of various instructional strategies and tactics like role playing, games, pantomime, panel discussions, interviews, dialogues, demonstrations.

PHI/72 MODULAR SYSTEM - PROGRAMMING AND INSTRUCTION

St. Scholastica College, in the second semester 1974-75, adopted a modular system which enables flexible programming and is intended to increase involvement of teachers and students in the teaching/learning process. The programmes began with the Junior and Senior classes. Serious preparations were made before the activity was initiated.

PHI/73 RADIO BROADCASTS ON POST-FUNCTIONAL LITERACY

Started in a Philippine district in 1974-75, the programmes are tied to ongoing development activities such as the Green Revolution, sanitation projects and other agriculture work. A survey was conducted to identify potential listening audiences and the best time for communication. Certificates of participation are awarded at the end of the school year. Home visits to barrio people in conjunction with radio programming to insure active listening were made. Local talent and expertise is utilized in the production of radio materials.

PHI/74 STUDY ON THE USE OF SELF-INSTRUCTIONAL MODULES IN THE TEACHING OF BIOLOGICAL SCIENCES AT THE ZAMBOANGA STATE COLLEGE

Zamboanga State College is currently experimenting to ascertain the effects of self-instructional modules in teaching

Biological Science. Two classes have been formed for the experimental try-out of the prepared modules, one to serve as a control group. The College is in the process of evaluating the project.

PHI/75 UNIVERSITY OF THE AIR

The University of Mindanao is exploring the potential of radio as an effective tool for higher education to facilitate opportunities for higher education among teachers and other professionals who wish to pursue an advanced degree but are unable to do so because of their assignments in the rural areas. The University opened in 1971-72, on an experimental basis,. the University of the Air patterned after Great Britain's "Open University" and Japan's Nippon Hoso Kyokai audio visual education project.

V. NEW STRUCTURES AND METHODS IN TEACHER TRAINING

PHI/76 UNC COMMUNITY SERVICE PROGRAMME: A STUDY-SERVICE SCHEME

The project is directed to the maximum development and training of the future teacher through actual experiencing in real community situations and by relating the teacher-education curriculum to actual life. The involvement of students in community problems and in social action work are considered, ultimately, in helping the development of the nation, especially as the students act as agents of change.

PHI/77 FISHERY COMMUNITY DEVELOPMENT IN THE TECHNICAL AND TEACHER EDUCATION CURRICULA

Existing curricular offerings in the technical and fishery teacher education schools necessitated reorientation towards making them relevant and responsive to actual living conditions in the fishing communities. Through participation in actual fishing operations as well as interaction with fishermen, studies would profit from the expertise of experienced but unschooled fishermen while in turn fishermen would absorb scientific learning from the students under the guidance of teachers.

PHI/78 GRADUATE PROGRAMME LEADING TO THE DEGREE OF MASTER OF ARTS IN TEACHING ELEMENTARY AGRICULTURE (MATEA)

This is a graduate programme aimed at providing elementary school teachers, especially those in rural communities, opportunities for professional and technical advancement that will enable them to appropriately relate instruction to pupil and community needs and at the same time become eligible for promotion. The programme, which leads to a Master's degree, is intended to equip teachers with fundamental agricultural skills and knowledge that will make them effective leaders and active agents of community and national economic development programmes.

PHI/79 PRACTICUM-BASED TEACHER EDUCATION CURRICULUM

This amounts to a research-and-development activity aimed at developing a structured programme for teacher training where theory and practice are integrated. The project is intended to prepare the students for their leadership role in school-community relations and community development activities through a programme of practical experiences.

PHI/80 TEACHER EDUCATION PROGRAMME FOR RURAL DEVELOPMENT (TEP-ED)

Public elementary school teachers are trained in agriculture to accelerate socio-economic growth in rural communities and strengthen their competencies to make them effective agents in promoting community development in their respective work areas. In this context, Cagayan Valley Institute of Technology (CVIT) developed a scheme by which teachers could run co-operative farm projects in school and at home and thus serve as change agents in promoting accelerated rural development.

VI. SCIENCE EDUCATION

PHI/81 SCIENCE EDUCATION CENTRE

A long-term project which started in 1964, the aims are to stimulate and undertake research in science education, develop and enrich curriculum materials in science and mathematics, and develop innovative teaching strategies and teacher education programmes. The inventory describes specific strategies and techniques adopted, inputs made, management problems, performance and impact and the key innovative features.

PHI/82 UTILIZATION OF THE ENVIRONMENT IN DEVELOPING VIABLE LIFE SCIENCE CURRICULA

The need for this innovation (which started in 1970) arose from the paucity of materials for classroom use, limited experience of teachers with respect to enquiry and discovery approaches, few laboratory works in science teaching, need for ecological awareness and linking science with real-life experiences. Implementation strategies, inputs made, management and key innovative features have been described.

SRI LANKA

A. NOTE ON NATIONAL INVENTORY OF EDUCATIONAL INNOVATIONS IN SRI LANKA

This National Inventory of Educational Innovations contains descriptions of innovative projects, programmes, practices, studies, etc. initiated during the last four to five years in Sri Lanka. In addition to this, it contains two accounts of activities in the area of non-formal education - the national apprenticeship scheme and the Janarvasa settlement scheme and re-settlement school in Sri Lanka.

The National Inventory contains a total of 24 project descriptions arranged in eight sections: (i) primary education; (ii) junior secondary education; (iii) senior secondary education; (iv) technical/vocational education; (v) teacher education; (vi) university education; (vii) public examinations; (viii) non-formal education.

These projects are closely related to the six programme areas of APEID. Out of the 24 projects described, seven belong to the APEID programme areas of "New Orientations and Structures in Education" and seven to "Curriculum Development". The projects on "New Orientations and Structures" are mostly concerned with in-plant training and on-the-job training, both out-of-school and in business establishments. Other projects are related to workers' education and the national apprenticeship scheme. The projects on "Curriculum Development" have to do with curriculum reforms in primary and secondary education, restructuring of the school system and the introduction of pre-vocational studies as a component of the junior secondary curriculum.

Two projects appear to belong to the area of "Educational Management", one dealing with the design and preparation of the N. C. G. E. examination and the other the management of nation-wide examinations. Five projects belong to the programme area of "Teacher Education", and they are concerned with the in-service education of primary teachers, the integrated science programme in teacher education and correspondence teacher education programmes. The other two projects belong to the programme area of "Science Education", one dealing with integrating environmental studies and science at the primary school level and the other with teaching mathematics in the primary schools.

Twelve projects have direct relevance to the development themes identified in APEID meetings. Ten projects appear to fall into the category of institutional and professional development in education. A project entitled "Technical Education Extension Services Project" is directed to equalizing education opportunities while another entitled "Study of Cognitive Development of Children in Sri Lanka" relates to the promotion of individual self-realization.

Most of the innovations described in the report indicate an emerging concern for curriculum reform, restructuring of the school system, examination reform and the in-service education of primary school teachers. The dominant feature of innovation is an effort to interlink school and out-of-school education. In this context, the programmes of pre-vocational studies, in-plant training as an extension to pre-vocational studies under the junior secondary programme, on-the-job-training in business establishments, workers'education, and the national apprenticeship scheme are stressed.

In the write-up of each project are described the background of the project, its objectives, scope, strategy, implementation, inputs, problems, constraints and key innovative features.

B. ANNOTATED LIST OF PROJECTS

PRIMARY EDUCATION

SRL/1 REFORMS IN PRIMARY EDUCATION

This is a project which is intended to introduce changes in primary education in Sri Lanka. It describes how the structure, content and methods have been changed and how the project was implemented. The idea was to provide more freedom for teachers to teach and to promote students' creativity and active self-learning.

SRL/2 TEACHING ENVIRONMENTAL STUDIES AND SCIENCE THROUGH AN INTEGRATED APPROACH IN THE PRIMARY SCHOOL

Started in 1973, the project uses an integrated approach as against the segregated subject teaching. Using a spiral curriculum, the experiences relevant to primary level children are grouped under eleven themes. An important place is given to science,with emphasis on the "process" rather than the "product". Information is provided on the scope, strategy, implementation, inputs, problems and constraints and the key innovative features.

SRL/3 TEACHING MATHEMATICS IN THE PRIMARY SCHOOLS

Since 1968, curriculum in Mathematics for the primary grades has been revised to include Modern Mathematics, in relation to the patterns of development of children in the island. Inexpensive equipment has been designed. At present about 10, 000 teachers and 400, 000 pupils are involved. The paper provides information on the background, objectives, scope,implementation including management, inputs, key innovative features and problems and constraints of the project.

SRL/4 IN-SERVICE EDUCATION OF TEACHERS AT THE PRIMARY LEVEL

This primary education in-service project for teachers in service is designed to introduce a change in the concept of primary education reflecting a revolutionary upheaval in teaching methods and mediator behaviour. Its objectives cover creating an atmosphere for the acceptance of and commitment to the new reform; developing self-confidence so that practising teachers can participate meaningfully in designing appropriate and innovatory methods of learning and teaching, and changing educator attitudes to favour instruction through a person-to-person dialogue.

SRL/5 STUDY IN COGNITIVE DEVELOPMENT OF CHILDREN IN SRI LANKA

The cognitive growth of children of primary school age in Sri Lanka was studied in selected areas of conceptual development. The investigations that were introduced were based on Piagetian techniques.

JUNIOR SECONDARY EDUCATION

SRL/6 RESTRUCTURING OF THE SCHOOL SYSTEM IN SRI LANKA WITH SPECIAL REFERENCE TO JUNIOR SECONDARY EDUCATION

The shortcomings of the existing school system are tackled by changing the school structure. The study gives an account of the significant features of the new structure and of the activities being undertaken in implementing the project.

SRL/7 PROJECT FOR CURRICULUM REVISION AND PREPARATION OF TEXTBOOKS, TEACHER'S GUIDES, ETC., FOR THE JUNIOR SECONDARY EDUCATION PROGRAMME

Curriculum materials required by teachers and pupils to use the new curriculum introduced to the school system in grades VI, VII, VIII and IX were developed. The materials to be developed were syllabuses, teachers guides, textbooks, and prototype equipment. A committee was set up to design and develop the materials.

SRL/8 PRE-VOCATIONAL STUDIES AS A COMPONENT OF THE JUNIOR SECONDARY CURRICULUM

Basic vocational education appropriate for students at the middle school level (i.e. grades VI-IX) was introduced. One innovative feature of this project is that the syllabuses at the beginning originated from each individual school. Another innovative feature is the integration of different disciplines such as science, maths and social studies within pre-vocational studies.

SRL/9 IN-SERVICE EDUCATION OF TEACHERS OF MATHEMATICS, SCIENCE, SOCIAL STUDIES, ENGLISH AND PRE-VOCATIONAL STUDIES UNDER THE NEW JUNIOR SECONDARY EDUCATION PROGRAMME

The new education reforms of 1972 generated a dynamic in-service education programme at the junior secondary level. Far-reaching changes brought about in the field of education, both qualitative and quantitative, stressed the need for launching a comprehensive and extensive in-service education programme to re-orient the teachers on the innovative aspects of the new reforms. Attention is focused on such subject areas as mathematics, science, social studies, English and pre-vocational studies under the new junior secondary education programme.

SRL/10 IN-PLANT TRAINING AS AN EXTENSION OF PRE-VOCATIONAL STUDIES UNDER THE JUNIOR SECONDARY SCHOOL PROGRAMME

Provision was made for in-plant training to grade VIII students who are highly motivated towards their prevocational studies. The students undertake two hours of work at the factory outside school hours for a period of six months.

SENIOR SECONDARY EDUCATION

SRL/11 RECONSTRUCTION OF SENIOR SECONDARY EDUCATION AND THE INTRODUCTION OF THE HIGHER NATIONAL CERTIFICATE OF EDUCATION PROGRAMME

An educational programme for senior secondary education was developed in order to correct the previous shortcomings of the school programme, particularly to try to meet the needs of the majority of students. As such, the programme was designed to consist of three essential components: (i) a compulsory core-curriculum; (ii) an optional curricular stream; and (iii) project work in the various areas.

SRL/12 PROJECT WORK AS A COMPONENT OF THE SENIOR SECONDARY CURRICULUM UNDER THE NEW EDUCATION REFORMS

Project work is prescribed for students. The projects will be community-based, involving a large number of persons outside the school system. The projects also enlist the support of agencies which have legal authority, the expertise and the physical plant facilities. Several activities in implementing the project such as development of materials, organizing of seminars and workshops, and in-service training of teachers, have been undertaken by the Ministry of Education.

TECHNICAL/VOCATIONAL EDUCATION

SRL/13 TECHNICAL EDUCATION SERVICE PROJECT

The project covers thousands of high school graduates who are eligible but could not enter the university and the technical institutes. Instruction is offered through correspondence. Three diploma courses are being offered: (i) Higher National Diploma in Management Studies; (ii) National Diploma in Science; and (iii) National Diploma in Mathematics. Modular instructional material is used.

SRL/14 PRACTICAL IN-PLANT TRAINING PROGRAMME FOR STUDENTS COMPLETING THE TWO-YEAR FULL-TIME NATIONAL-DIPLOMA-IN-TECHNOLOGY COURSE

The old two-year Technical Education Course at the Katubedda campus,University of Sri Lanka,was extended to three years with one year used in in-plant training to provide students with more hours of actual experience on machinery, equipment and office routine procedures. Thus,the programme is boosting up their experience level and improving their preparation for future middle-level jobs.

SRL/15 PART-TIME TECHNICAL COURSES FOR SCHOOL LEAVERS

A large number of pupils who complete their Junior Secondary Education but fail to qualify for higher education leave school and join the ranks of the unemployed - or try to get into clerical and allied services. This project provides about six months' part-time training for school leavers on technical courses selected on the basis of the needs of the country.

SRL/16 ON-THE-JOB TRAINING IN BUSINESS ESTABLISHMENTS FOR STUDENTS COMPLETING THE TWO-YEAR NATIONAL DIPLOMA IN BUSINESS STUDIES COURSE

The students who complete their two-year business studies at Polytechnical Institute in Sri Lanka are given additional on-the-job training of from 3 to 12 months to equip them with the necessary skill to fit themselves into the mid-managerial posts in the field of commerce, industry and agriculture.

TEACHER EDUCATION

SRL/17 PROJECT WORK IN TEACHER EDUCATION - AN EXPERIMENT IN GENERAL EDUCATION

The project aims at preparing effective teachers in general education. It is conceived that the teacher education curriculum has three important components: academic, professional and general education. The objective of the general education component is to introduce a rich, informal, academic social life, and studies more closely and practically geared to school tasks. The main aim is to give shape to personal and character education.

SRL/18 INTEGRATED SCIENCE IN TEACHER EDUCATION

The Teacher's College courses have been improved for teachers who are being prepared to teach the junior secondary integrated science courses. Apart from learning the new content, the teachers cover the concept of integration, project work, field studies, and examination. The inventory describes the strategy of implementation, problems and constraints and the key innovative features.

SRL/19 CORRESPONDENCE TEACHER EDUCATION PROGRAMME

This is a correspondence course aimed at: (i) upgrading the untrained non-specialist teachers professionally in the subject content they have to teach so as to meet the demand for teachers qualified to handle the new junior-secondary curriculum, and (ii) provide graduate teachers with opportunities for obtaining a higher diploma in education in collaboration with the University of Sri Lanka. The programme is intended to indicate the idea that teachers should continue to grow professionally and consequently raise the standard of education in schools.

UNIVERSITY EDUCATION

SRL/20 INSTITUTE OF WORKERS' EDUCATION, UNIVERSITY OF SRI LANKA

This Institute was established to give the worker-students, who for social and economic difficulties were unable to obtain tertiary education, an opportunity to receive a useful form of education. The four-year courses stress the rights and responsibilities of workers and enable them to participate more effectively in management and increased production.

PUBLIC EXAMINATION

SRL/21 THE N. C. G. E. EXAMINATION - ITS DESIGN AND PREPARATION

The National Certificate of General Education (N. C. G. E.) Examination was held for the first time in 1975 as a consequence of the new educational reforms in the junior secondary stage of education. The main objective is to measure the degree of achievement of pupils in the different subjects studied by them in four years in grades VI through IX. The examination is used both for employment selection and as a basis for selecting pupils for the senior secondary schools. A pilot examination was held in 1974 which became the basis of its nationwide adoption in 1975.

SRL/22 INNOVATIONS IN THE MANAGEMENT OF PUBLIC EXAMINATIONS

A new scheme for the management of the G. C. E. (O Level) Examination (the examination covering the largest number of examinees) was designed in order to enhance public confidence and reliability of the tests, expedite the release of test results and avoid delay in paying staff. In order to realize these objectives, new assessment methods had to be used and a new organizational set-up was established resulting in more effective management of the examinations.

NON-FORMAL EDUCATION

SRL/23 NATIONAL APPRENTICESHIP SCHEME

The scheme provides supervised in-plant training in productive activities for unemployed educated youth to develop a reservoir of skilled craftsmen.

SRL/24 JANAWASA SETTLEMENT SCHEME AND RESETTLEMENT SCHEME IN SRI LANKA

The 'Janawasa' system which means common ownership and use of lands by all youths working in the settlement and not individually, was started in 1973 to foster collective management and development of agricultural lands and animal husbandry and provide employment among the youths. Since the project began, 176 Janawasas have been organized covering a total acreage of 42,862 acres planted to tea, coconuts and rubber and involving 9,105 youths.

THAILAND

A. NOTE ON THE INVENTORY OF EDUCATIONAL INNOVATIONS IN THAILAND

There are 47 projects reported in this National Inventory.

Viewed as a whole, the 47 projects represent a wide range of educational innovations in Thailand. At the macro level, the educational reforms chart a new course of education towards being more responsive to development in the context of decentralization. At the intermediate level, the teaching-learning system is becoming a major concern of educational innovation as reflected by the fact that half of the projects (24) fall within the domain of educational technology. At the micro level, new testing and evaluation procedures have been designed to effectively assess individual differences and the processes and outcomes of learning.

The projects are grouped under six categories: namely, Administration; Instructional Materials; Methods of Teaching; Curriculum; Test, Examination & Evaluation; and Out-of-School Education. There are 12 projects under the Administration section: four projects deal with new structures created to decentralize administration; eight projects are concerned with the management of innovation. In the Instructional Materials section, there are 15 projects, which mostly deal with the development of instructional media services. In the Methods of Teaching section, there are nine projects, of which one is highly innovative. This is the "Can Computer Project", utilizing milk cans to develop an inexpensive, simple, electronic machine for teaching the Thai language. In the Curriculum section, there are three projects, one of which is the establishment of the National Curriculum Development Centre. It is an innovation in the sense that it is a planned change from the perennial ad-hoc committee approach to the research and development approach. Under the Test, Examination and Evaluation section, there are three projects listed, one of which is the Examination Reform in Thailand with the emphasis on decentralization of examination and formative evaluation. In the Out-of-School section, five projects are reported. The significant innovation in this section is the design to create a nationwide grass-roots network of life-long education centres (50,076 centres) for life skills training in both urban and rural areas.

If educational innovation is broadly conceived of as a process of planned change having the impact on the status quo, then the 47 projects included in the inventory may be roughly rated into three evaluative categories: 15 highly innovative, 27 somewhat innovative, and five non-innovative projects.

B. ANNOTATED LIST OF PROJECTS

I. ADMINISTRATION

THA/1 VOCATIONAL EDUCATION - INDUSTRY CO-TRAINING PROJECT

This is an attempt to solve the problem of unemployment and under-employment among people within the labour force age group especially students. Every year 10,000 students of upper vocational education and 4,500 industrial technical students are sent to the workshops or factories in six provinces for on-the-spot training. These students will later occupy the available jobs for which they were trained.

THA/2 EDUCATION REFORM

The purpose is to find alternative methods of improving the existing educational system in the light of the economic and social development of a democratic society. The reform envisaged include relating environment to education; promoting equal access to education; revamping the structure of education; improving contents and learning processes and role and status of teachers. The project has developed guidelines and procedures for the implementation of the education reform.

THA/3 THE APPOINTMENT OF CHANGWAD EDUCATIONAL COMMITTEE

Changwad Educational Committees were appointed in 1970 to give suggestions and recommendations to the Governors on primary education administration. This was initiated by the former Governor of Cholburi in order to find solutions concerning the administration of primary education.

THA/4 THAI-GERMAN AGRICULTURAL ENGINEERING TRAINING CENTRE

A joint project of the Thai Government and the Government of the Federal Republic of Germany, this Centre (established in 1968) provides training in agricultural engineering to students, comprehensive advanced courses in agricultural engineering for Thai teachers of agricultural schools and separate training courses for Thai farmers. Some of the short training courses are: (i) farm mechanics, equipment operation and maintenance, (ii) land use, soil improvement and fertilizer application, (iii) water uses and management and irrigation practices, (iv) farm surveying.

THA/5 NATIONAL GUIDANCE CENTRE

This Centre, established in 1964 under the Department of Educational Techniques, Ministry of Education, provides students and the public with guidance in education, occupation and social adjustment. It establishes mobile guidance units covering the whole country, trains guidance teachers, produces guidance materials and organizes various activities to promote good student and home-school relationships.

THA/6 IMPROVEMENT OF THE QUALITY OF LOCAL EDUCATION

Technical officers and college instructors of Ubon Rachathani Teachers'College are assigned to visit local schools and surrounding villages to give helpful advice on the improvement of teaching for teachers in the schools and vocational education for local people. A mobile in-service training unit is being run by technical officers and college instructors to further train local school teachers in areas surrounding the college.

THA/7 THE APPOINTMENT OF AMPHUR TECHNICAL OFFICERS

The paper breifly describes the appointment of Technical Education Officers to supervise schools in a district. The project has been discontinued due to lack of support.

THA/8 PROMOTION OF RURAL DEVELOPMENT THROUGH THE PROPAGATION OF HOME ECONOMICS SKILLS

The project provides students of home economics with practical training and experiences in the rural areas to equip them better for local employment after their graduation. The students are encouraged to use their knowledge and the experience they gained from their training in improving the standard of living of the people in the rural areas.

THA/9 THE OPENING OF SECOND-SHIFT CLASSES

This is an initiative by the Surin Agricultural College to expand agricultural education to MS4 students by means of a second shift of classes. The project was conceived as a means of halting the migration of students from the Northeast to Bangkok.

THA/10 PROJECT FOR STUDENT TEACHERS TO ASSIST IN THE DEVELOPMENT OF RURAL COMMUNITIES

Student teachers are trained to assist in development projects in rural communities in addition to developing competence for their teaching duties. The projects has been designed to provide support for the government's policy in rural development. The project is also aimed at stimulating the villagers to take a more active part in the development of their communities.

THA/11 AGRICULTURAL DEVELOPMENT IN RURAL AREAS

The Surin Agricultural College has launched a project to improve the agricultural practices in the rural communities surrounding the college. Surveys are conducted by the teachers and students; they meet the village committees and work out plans for the development, implementation and evaluation of the plans. The ultimate goal of this project is to enable the farmers to use modern techniques in order to improve their agricultural production.

THA/12 CHAINAT EDUCATIONAL RESTRUCTURING PROJECT

The plan is to completely reorganize education in Chainat from 1972-1977. The three major objectives are (i) restructuring the educational administrative system; (ii) restructuring quota and methods of enrolment and (iii) reorganizing teaching/learning activities at all levels of education. The report gives the scope of operations, detailed plan of implementation, a statement of work completed to date and problems and constraints encountered are also included.

II. INSTRUCTIONAL MATERIALS

THA/13 EDUCATIONAL RADIO PROGRAMME

Educational Region 7, with headquarters at Pitsanuloke, launched an Educational Radio Programme in 1972 with a view to improving the quality of learning and teaching. The programme covers all schools in the province having radio receivers. The broadcast is done two hours every weekday and one-half hour during school holidays. The Centre for Educational Technology in Bangkok assists in preparing radio scripts, film strips and audio tapes.

THA/14 INSTRUCTIONAL TELEVISION (ITV)

In 1972 the Mahasarakham Teachers College started its ITV programme largely because of the shortage of teachers and also because of the dramatic increase in the number of students. Now the programme serves some 9,000 students and 10,000 community members.

THA/15 EDUCATIONAL TECHNOLOGY CENTRE

A project of the Songkhla Teachers' College, the Centre was established in 1974 to improve the quality of teaching and learning by making full use of available audio-visual resources. The centre also serves as a centre for research, study and try-out of new techniques and methods of teaching and for the production of teaching materials. The centre has five sections which deal with various aspects of its work.

THA/16 EDUCATIONAL TECHNOLOGY CENTRE OF SRINAKARINWIROJ UNIVERSITY, PITSANULOKE

The centre provides educational technology services to the university and the community. It also functions as an information and research centre.

THA/17 SUKHOTHAI STUDIES CENTRE

This centre was established at the Srinakarinwiroj University, Pitsanuloke to study the glorious cultural history of Sukhothai and to serve as a data and research centre for both domestic and foreign universities.

THA/18 THE USE OF TECHNOLOGY IN EDUCATION

This is a project of the Educational Technology Centre, Department of Educational Techniques, whose main objective is to use the mass media for promoting educational development in various aspects. Starting as the Educational Radio Project in 1955 and broadcasting lessons directly into the classrooms, the project has been expanded continuously and now uses other modern mass media including television. Around 25 million people listen to the educational programmes including 500,000 students enrolled in 5,000 schools.

THA/19 EDUCATIONAL TELEVISION

The Educational Technology Centre of Nakornsawan Teachers' College has begun to use a CCTV system for the instruction and practical training of teachers.

THA/20 THE DEVELOPMENT AND IMPROVEMENT OF THE INSTRUCTIONAL MATERIALS PRODUCTION CENTRE

An Instructional Materials Production Centre will be set up in the Ubon Ratchathani Teachers' College. This centre is designed to serve as a resource centre of the College and to provide services in production, development and application of educational materials/equipment.

THA/21 THE ESTABLISHMENT OF AN EDUCATIONAL RESOURCE CENTRE FOR LOCAL SCHOOL

Started in 1975, this project is an attempt to establish an educational resource centre at local schools. It will provide training for local school teachers and serve as a resource centre. The centre utilizes the resources of the Ubon Ratchathani Teachers' College.

THA/22 ESTABLISHMENT OF A RECORDING STUDIO, AND AUDIO-VISUAL FACILITIES FOR EDUCATIONAL USE

The facilities were provided in 1975 to improve the quality of teaching and learning in the schools of the 9th Educational Region. The objective is to provide services in production and duplication of instructional tapes for schools, and in production of educational radio programmes for school children and adults.

THA/23 THE USE OF VIDEO-TAPES FOR PRACTICE TRAINING

This project is implemented in the Phranakorn Tai Vocational College. The objectives are: (i) to improve the quality of classroom instruction, and (ii) to produce better-qualified vocational education teachers. Video-tapes in micro-teaching are used to develop and improve teaching skills of college students.

THA/24 THE USE OF AUDIO-VISUAL AIDS IN CLASSROOM TEACHING

Audio-visual aids are employed for the improvement of classroom teaching in primary education and to increase the learning experiences of the pupils. Some of the audio-visual aids were provided by the Supervisory Unit at Srisaket.

THA/25 MOBILE INSTRUCTIONAL MATERIALS CENTRE

Ubon Ratchathani Teachers' College will establish a Mobile Instruction Materials Centre. This centre is intended to provide instructional materials/equipment and services in the production of teaching aids for the schools in remote areas.

THA/26 THE INSTITUTE FOR THE PROMOTION OF TEACHING SCIENCE AND TECHNOLOGY

This institute was established in 1970. The objectives are: (i) to develop science and mathematics curricula at the first and second levels of education; (ii) to promote new teaching and learning methods in science and mathematics in Thai schools. The institute has developed science and mathematics curricula with textbooks, teachers' guides and teaching materials.

THA/27 CENTRE OF REFERENCE MATERIALS, TEPSTRI TEACHERS' COLLEGE

The centre was established in 1974 at Tepstri Teachers' College in order to enhance effectiveness in teaching biology. The centre collects data and samples, and also provides facilities for biological researches to teachers, students and scientists.

III. METHODS OF TEACHING

THA/28 A CLASSROOM REFORM: LEARNER-CENTRED CLASSROOM

This project was started in 1973 in Chulalongkorn University. The objective is to reform the methods of teaching for teachers in teachers' college and other schools from 'teacher-centred' to 'learner-centred classroom'. Learners' active involvement in classroom activities is stressed.

THA/29 PRODUCTION OF MICRO-TEACHING MODELS AND SIMULATIONS IN TEACHING PROBLEMS

This was a three year-project (1974-1976) undertaken by Chulalongkorn University. The objective was to produce micro-teaching models and simulations in teaching problems and to study their efficiency. The project was an attempt to solve problems in teacher training, such as the shortage of schools for student teachers' practice and the shortage of qualified advisers for student teachers.

THA/30 TEACHING BY 'CAN COMPUTER' ('THANU BRAIN')

A teaching machine was developed at Petchburi Teachers' College. The objective of this project is to propagate this machine in other teachers' colleges. This simple electronic teaching machine is made out of milk cans and is called 'can computer' or 'Thanu Brain'.

THA/31 OPEN-PLAN CLASSROOM PILOT PROJECT

This pilot project being undertaken by Nakornsawan Teachers' College is an attempt to search for the best method of teaching to replace the conventional method. A new method of teaching, open-plan classroom teaching, is now being tested.

THA/32 USE OF TEAM-TEACHING IN THE COURSE ON 'METHODS OF TEACHING IN ELEMENTARY SCHOOLS'

Started in 1972 in Nakornsawan Teachers' College, the objective is to improve the methods of teaching for student teachers. A team-teaching method is used as the means of instruction. Adoption of this method is effective in reducing the time for lesson periods, which enables students to take up other work.

THA/33 MICRO-TEACHING BY VIDEO-TAPE RECORDER

At Srinakarinwiroj University, VTR and other equipment are used in micro-teaching to improve teaching skills and personality of student teachers.

THA/34 ENGLISH TEACHING, UPPER PRIMARY EDUCATION BY TAPE RECORDER

The objective of this project is to improve the teaching technique of English. Audio equipment, such as disc, tape recorder, and sound laboratory, is used for teaching English in upper primary education so as to develop oral comprehension.

THA/35 DEVELOPMENT OF NEW METHOD OF TEACHING THAI LANGUAGE

The method was developed in three years, from 1966 to 1969. The objective was to develop a new method of teaching Thai in primary education. Textbooks were developed.

THA/36 NEW MATHEMATICS TEACHING IN PRIMARY SCHOOLS

The project is an attempt to improve the method of teaching mathematics in primary schools and develop teaching materials. Since 1973 teachers have been trained in the new teaching method and teaching aids and other supporting materials are being produced by the Supervisory Unit at Nakorn Phanom.

IV. CURRICULUM

THA/37 NATIONAL CURRICULUM DEVELOPMENT CENTRE (CDC)

Launched by the Ministry of Education in 1972, the curriculum development centre ensures continuous curriculum activities in line with the new concept of curriculum development. The centre was established by upgrading the Curriculum Division of the Department of Educational Techniques and will absorb the Institute for the Promotion of Teaching Science and Technology into the new structure. Apart from the usual administrative work, the Centre undertakes the preparation of textbooks and educational materials and carries out research and evaluation activities.

THA/38 ANALYSIS OF PRIMARY EDUCATION CURRICULUM

Conducted by the Provincial Educational Office at Nakorn Srithamarat, this project was intended to improve the quality and effectiveness of primary education in the province through a study of the behavioural objectives as used in the primary school curriculum and to provide a curriculum analysis chart that the teachers may follow in their classroom instruction. Workshops were conducted for teachers and educational authorities to make an analysis of the curriculum and prepare the chart.

THA/39 THE SUMMER SHORT COURSE IN AGRICULTURAL EDUCATION

This project was launched in summer 1975 by the Surin Agricultural College in order to develop new techniques for farmers. The farmers would be involved in the training every day for two weeks attending one-half day on the following subjects: crop breeding, orchid raising, fishing, mushroom growing, poultry farming and sugar production from coconut palm trees. Farmers who attend the course pay a registration fee of 10 Baht and a training fee of 50 Baht (total about US$3).

V. TEST, EXAMINATION AND EVALUATION

THA/40 READING READINESS TEST CONSTRUCTION PROJECT

Undertaken by the General Education Department in collaboration with the Ford Foundation, this project is aimed at the construction of a standardized test to measure the reading readiness of children who first begin their schooling. Detailed activities concerning the construction of the test are presented. The test was to be ready for use in the academic year 1976.

THA/41 AUTOMATIC PROMOTION IN ELEMENTARY GRADES

This pilot project is being carried out at the Wat Phra Mahathat School and the Nakorn Srithamarat Kindergarten, Nakorn Srithamarat, to find a solution to the repeater problem and to improve the efficiency and quality of primary education. Tests are to be given to students five times a year at intervals without any final examination. Students will be automatically promoted to higher grades on the basis of their past achievement.

THA/42 EXAMINATION REFORM IN THAILAND

This project was launched in 1975 under the responsibility of the Test Bureau, Department of Educational Tecniques, Ministry of Education. The objective is to decentralize examinations which are very highly centralized. To implement the project the schools were organized into groups. An advisory committee for each group was formed to determine the appropriate ways to carry out the project. Standardized tests will be developed as one of the measures for the quality control of education.

VI. OUT-OF-SCHOOL EDUCATION

THA/43 ADULT EDUCATION PROGRAMME FOR FACTORY WORKERS

This programme provides adult education to factory workers of the Thai Kurabo Weaving Factory who had had very little education. Students of the Petchburi Teachers' College teach the workers using the adult education curriculum of the Ministry of Education.

THA/44 GROUP INTEREST: A VOCATIONAL TRAINING TECHNIQUE

The Adult Education Division, Ministry of Education, provides training to groups of at least 15 persons (15-years-old and over) who have similar vocational interests. Examples: shirt making, orchid growing, repair of water pumps). Request of the groups must be formally made and approved by the Department of General Education.

THA/45 DESIGN OF LEVELS 3 AND 4 OF THE ADULT EDUCATION DIVISION'S CONTINUING EDUCATION PROGRAMME

The old AED curriculum for levels 3 and 4 (for out-of-school youth and adults who want to complete secondary education to be able to proceed to the university) was the same as the curriculum of the in-school system. This is now being revised to make it more functional and applicable to the students' needs. From six compulsory courses, there are now only two - Thai and a wide selection of subjects under the title of "Life Experience" courses which, when completed, will lead to the award of a high school diploma.

THA/46 NON-FORMAL LIFE SKILLS TRAINING PROGRAMME

The Mobile Trade Training Schools (MTTS) of the Adult Education Division started in 1960 to provide the rural out-of-school youth and adults with various kinds of skill training to enable them to secure jobs. The MTTS give training in metal work, auto-mechanics, electricity, radio-TV, wood working, cooking, dress-making and tailoring, and many others. The project is now operating in five provinces and will be expanded to cover 45 provinces. (See also EIA No. 24)

THA/47 NEW ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION

The objective is to decentralize the administration of adult education in order to develop a more coherent programme and expand the activities of the Adult Education Division by creating a multi-tiered, multi-purpose adult education network. Three tiers will be created, namely: (i) a network of five regional research, development and training centres; (ii) a network of 71 life-long education centres located in the capitals of each province; and (iii) a network of 50,000 rural adult learning centres (one in each village).

All of these units are to be responsible for planning, implementing and administering adult education programmes in the areas covered by them under the overall supervision of the Adult Education Division.

INDEX OF PROJECTS

INDEX OF PROJECTS

Page

ACHIEVEMENT
- MAL/5 - Learning deficiencies and compensatory education in the lower primary classes 28
- MAL/37 - Cumulative record card 37
- MAL/44 - Diagnostic examinations 39
- PHI/17 - National college entrance examination 54

ACHIEVEMENT TESTS
- SRI/21 - The N. C. G. E. examination - its design and preparation 78

ACTIVITY METHODS
- NEP/10 - Realization of curriculum objectives through activities 44

ADMINISTRATIVE ORGANIZATION
- INS/9 - Administrative staff college 14

ADULT EDUCATION
- THA/43 - Adult education programme for factory workers 90
- THA/44 - Group interest: a vocational training technique 91
- THA/47 - New organization and administration of adult education 91

AGRICULTURE
- MAL/34 - University of Malaya Field Studies Centre 36

AGRICULTURAL DEVELOPMENT
- THA/11 - Agricultural development in rural areas 83

AGRICULTURAL EDUCATION
- INS/3 - Scout education for transmigration, Jombang 12

Page

AGRICULTURAL EDUCATION (cont'd.)
- MAL/8 - Agricultural science syllabus 29
- MAL/18 - Agricultural education and training 32
- MAL/19 - Vocational agricultural education 32
- MAL/51 - Mobile in-service courses 41
- PHI/1 - Agricultural skills training project 49
- PHI/2 - Barrio development school pilot project (BDS) 49
- PHI/3 - Bayanihan school programme 49
- PHI/12 - In-school off-school approach (ISOSA) 52
- PHI/18 - Non-formal agricultural education in a farming community 54
- PHI/30 - Agricultural-business management training 57
- PHI/78 - Graduate programme leading to the degree of Master of Arts in teaching elementary agriculture (MATEA) 69
- SRL/24 - Janawasa settlement scheme and resettlement scheme in Sri Lanka 79
- THA/4 - Thai-German Agricultural Engineering Training Centre 82
- THA/9 - The opening of second-shift classes 83
- THA/39 - The summer short course in agricultural education 89

APPRENTICESHIP
- PHI/40 - Apprenticeship credited 59
- SRL/23 - National apprenticeship scheme 79

AUDIO-VISUAL AIDS
- JAP/13 - Five-year plan for educational equipment and supplies 20
- MAL/39 - Audio-visual service 38
- THA/15 - Educational Technology Centre 84
- THA/16 - Educational Technology Centre of Srinakarinwiroj University, Pitsanuloke 85
- THA/24 - The use of audio-visual aids in classroom teaching 86
- THA/34 - English teaching, upper primary education,by tape recorder 88

Index of Projects

Page

AUDIO-VISUAL INSTRUCTION
  THA/22 - Establishment of a recording studio, and audio-visual facilities for educational use 86

BILINGUAL EDUCATION
  PHI/42 - Implementation of the guidelines for bilingual education 60

BIOLOGY
  THA/27 - Centre of reference materials, Tepstri Teachers'College 87

BLIND EDUCATION
  MAL/17 - Revision of the Contracted Malay Braille Code 32

BUILDING TRADES
  MAL/35 - School of housing, building and planning 37

CHILD DEVELOPMENT
  SRL/5 - Study in cognitive development of children in Sri Lanka 74

CHILD WELFARE
  IND/8 - Child welfare project 7

CIVICS
  MAL/12 - New civics syllabuses for lower secondary schools in Malaysia 30
  MAL/14 - Revision of the geography syllabuses for primary and secondary schools in Malaysia 31
  MAL/29 - The Centre for Foundation Studies in Science 35

CLASS MANAGEMENT
  JAP/7 - Study on teaching efficiency at a small-size school 18
  THA/24 - The use of audio-visual aids in classroom teaching 86
  THA/28 - A classroom reform: learner-centred classroom 87

Page

COGNITIVE DEVELOPMENT
- SRL/5 - Study in cognitive development of children in Sri Lanka 74

COLLEGE CURRICULUM
- MAL/22 - Matriculation course 33
- MAL/23 - Two-subject system of courses 33
- MAL/27 - Post-graduate course in health education 34
- MAL/33 - BAHAM 36

COLLEGE PLANNING
- PHI/33 - A five-year university development plan and a ten-year university complex development 58

COMMERCIAL EDUCATION
- MAL/21 - Job-cum-training scheme 33
- MAL/36 - The Mara Institute of Technology 37
- NEP/11 - Student-operated savings banks 44
- PHI/8 - Co-operative trade training programme 51
- SRL/16 - On-the-job training in business establishments for students completing the two-year national diploma in business studies course 77

COMMUNITY DEVELOPMENT
- IND/1 - Non-formal education 4
- IND/14 - Vigyan Shiksha (science education) through community development programme 8
- INS/6 - Study services (Kuliah Karja Nyata or KKN) 13
- INS/7 - Indonesian Board for Volunteer Service (BUTSI) 13
- PHI/6 - Community development through non-formal education 50
- PHI/9 - Cotabato rural uplift movement (CORUM) 51
- PHI/11 - Green revolution (GR) 52
- PHI/14 - "Lingap Sa Nayon" a research-action project 53
- PHI/77 - Fishery community development in the technical and teacher education curricula 68

Page

COMMUNITY DEVELOPMENT (cont'd.)
  SRL/12 - Project work as a component of the senior secondary curriculum under the new education reforms 75
  THA/14 - Instructional television (ITV) 84

COMMUNITY SERVICES
  IND/5 - Mobile creches for the children of working mothers 5
  INS/6 - Study services (Kuliah Karja Nyata or KKN) 13
  PHI/76 - UNC community service programme: a study-service scheme 68

COMPREHENSIVE SECONDARY SCHOOLS
  MAL/6 - Comprehensive education in Malaysia 28

COMPUTER ASSISTED INSTRUCTION
  JAP/11 - Development of mathematics curriculum and evaluation system for computer-assisted instruction 19

CO-OPERATIVES
  PHI/18 - Non-formal agricultural education in a farming community 54

CORRESPONDENCE COURSES
  JAP/1 - Upper secondary education by means of broadcasting and correspondence (NHK Gakuen Correspondence Upper Secondary School) 17
  ROK/4 - Air and correspondence education project 23
  SRL/13 - Technical education service project 76
  SRL/19 - Correspondence teacher education programme 77

CREATIVE DEVELOPMENT
  PHI/43 - Continuous progression scheme 60

CULTURAL CENTRES
  THA/17 - Sukhothai Studies Centre 85

CURRICULUM DEVELOPMENT
  IND/16 - Curriculum development in science 8

Page

CURRICULUM DEVELOPMENT (cont'd.)
INS/2 - Village community contribution to primary education: an experiment in the village of Les Bulileng, Bali 12
MAL/7 - Communicational syllabus 29
MAL/42 - Curriculum Development Centre 38
NEP/12 - An analytical study of education as a vocational subject 45
PHI/13 - Integrating work and vocational skills into the high school academic curriculum 52
PHI/28 - Work-oriented curriculum project 56
PHI/49 - Individualized instruction in Xavier School: a programme to maximize the release of human potential 61
PHI/50 - Individualizing instruction 61
PHI/61 - Pilot teaching of materials in population education 64
PHI/62 - Population education in the school curriculum 64
PHI/66 - Gearing curriculum development and content of curriculum materials in health, social studies and language arts to national development 65
PHI/67 - Use of technical Pilipino (Maugnayin approach) as sole medium of instruction from grades one to six 66
PHI/80 - Teacher education programme for rural development (TEP-ED) 69
SRL/7 - Project for curriculum revision and preparation of textbooks, teacher's guides, etc., for the junior secondary education programme 74
SRL/8 - Pre-vocational studies as a component of the junior secondary curriculum 74
SRL/11 - Reconstruction of senior secondary education and the introduction of the higher national certificate of education programme 75
THA/26 - The Institute for the Promotion of Teaching Science and Technology 87

Page

CURRICULUM DEVELOPMENT (cont'd.)
THA/37 - National Curriculum Development Centre (CDC) 89
THA/38 - Analysis of primary education curriculum 89

DIAGNOSTIC TESTS
MAL/44 - Diagnostic examinations 39
MAL/45 - Development of diagnostic, achievement and proficiency tests in English as a second language 39

DISADVANTAGED SCHOOLS
IND/6 - Vikaswadi Project 5

DOCUMENTATION CENTRES
THA/21 - The establishment of an educational resource centre for local school 86
THA/27 - Centre of reference materials, Tepstri Teachers' college 87

ECOLOGY
MAL/26 - Ecology honours-degree programme 34

EDUCATIONAL ADMINISTRATION
JAP/19 - Development of a system of educational administration in Zentsuji and Nakatado area 21
PHI/32 - EducationalManagement Centre 57
PHI/34 - Institute for the Development of Educational Administrators (IDEA) 58
THA/3 - The appointment of Changwad Educational Committee 82
THA/47 - New organization and administration of adult education 91

EDUCATIONAL ADMINISTRATORS
PHI/34 - Institute for the Development of Educational Administrators (IDEA) 58
PHI/37 - Mindanao Institute for the Development of School Administrators (MIDSA) 59

EDUCATIONAL DEVELOPMENT
ROK/2 - Educational development project 23

Page

EDUCATIONAL DEVELOPMENT (cont'd.)
ROK/6 - Sinahn country broadcasting project 24
NEP/18 - Mid-term evaluation of the implementation of the national education system plan 46
THA/12 - Chainat educational restructuring project 84

EDUCATIONAL FACILITIES
IND/2 - School improvement programmes and community support 4

EDUCATION GAMES
IND/13 - Educational toys 8

EDUCATIONAL GUIDANCE
THA/5 - National guidance centre 82

EDUCATIONAL METHODS
PHI/24 - Project impact 55

EDUCATIONAL ORGANIZATION
ROK/5 - The elementary and middle schools development project 24
SRL/6 - Restructuring of the school system in Sri Lanka with special reference to junior secondary education 74
THA/2 - Education reform 81
THA/12 - Chainat educational restructuring project 84

EDUCATIONAL PLANNING
INS/10 - Integrated regional educational planning pilot project in West Sumatra 14
INS/11 - Integrated regional educational planning pilot project (IREPPP), (East Java) 14

EDUCATIONAL RADIO
INS/12 - Educational broadcasting experiment 14
JAP/1 - Upper secondary education by means of broadcasting and correspondence (NHK Gakuen Correspondence Upper Secondary School) 17

Page

EDUCATIONAL RADIO (cont'd.)
- ROK/4 - Air and correspondence education project 23
- ROK/6 - Sinahn country broadcasting project 24
- MAL/40 - Educational radio service 38
- PHI/70 - Educational radio broadcasting using locally developed materials 66
- PHI/73 - Radio broadcasts on post-functional literacy 67
- PHI/75 - University of the air 68
- THA/13 - Educational radio programme 84
- THA/18 - The use of technology in education 85
- THA/22 - Establishment of a recording studio, and audio-visual facilities for educational use 86

EDUCATIONAL REFORM
- INS/2 - Village community contribution to primary education: an experiment in the village of Les Bulileng, Bali 12
- JAP/16 - Modernization of instruction 21
- SRL/1 - Reforms in primary education 73
- THA/2 - Education reform 81

EDUCATIONAL RESEARCH
- JAP/10 - Study related to the establishment of an educational information centre 19

EDUCATIONAL RESOURCES
- ROK/2 - Educational development project 23
- PHI/12 - In-school off-school approach (ISOSA) 52
- PHI/44 - Experiment in open education 60
- PHI/50 - Individualizing instruction 61
- PHI/52 - Letran integrated learning resource programme 62
- SRL/12 - Project work as a component of the senior secondary curriculum under the new education reforms 76
- THA/21 - The establishment of an educational resource centre for local school 86

Page

EDUCATIONAL PLANNING
PHI/35 - Institutional planning 58

EDUCATIONAL TECHNOLOGY
JAP/16 - Modernization of instruction 21
MAL/28 - Southeast Asian studies programme 35
THA/15 - Educational Technology Centre 84
THA/16 - Educational Technology Centre of Srinakarinwiroj University, Pitsanuloke 85
THA/18 - The use of technology in education 85

EDUCATIONAL TELEVISION
JAP/17 - Educational cable television system 21
MAL/41 - Educational television service 38
PHI/71 - Bureau of Public Schools educational television programme 67
THA/14 - Instructional television (ITV) 84
THA/18 - The use of technology in education 85
THA/19 - Educational television 85

ENGLISH LANGUAGE INSTRUCTION
MAL/3 - Unified language project 27
MAL/32 - University of Malaya English for special purposes project 36
MAL/45 - Development of diagnostic, achievement and proficiency tests in English as a second language 39
THA/34 - English teaching, upper primary education by tape recorder 88

ENTRANCE EXAMINATIONS
PHI/17 - National college entrance examination 54

ENVIRONMENT
PHI/82 - Utilization of the environment in developing viable life science curricula 70
SRL/2 - Teaching environmental studies and science through an integrated approach in the primary school 73

Page

EVALUATION
JAP/5 - Study on evaluation methods on process of experiment and observation 18
ROK/1 - Mastery learning project 23
NEP/18 - Mid-term evaluation of the implementation of the national education system plan 46

EXAMINATIONS
MAL/46 - Objective-type tests for Lower Certificate of Education/Sijil Rendah Pelajaran (LCE/SRP) 40
SRL/21 - The N. C. G. E. examination - its design and preparation 78
SRL/22 - Innovations in the management of public examinations 78
THA/42 - Examination reform in Thailand 90

EXCEPTIONAL CHILD EDUCATION
PHI/38 - Special education centre 59

EXTENSION EDUCATION
PHI/1 - Agricultural skills training project 49
PHI/25 - Silliman University extension programme 56

FAMILY PLANNING
PHI/15 - Model couple advocator research project 53

FARMERS
PHI/21 - On-farm instruction through foundation-financed student farming project 55
THA/39 - The summer short course in agricultural education 89

FIELD STUDIES
MAL/34 - University of Malaya field studies centre 36

FOOD
PHI/27 - Three-in-one culture project 56

FOOD SERVICES
PHI/22 - Pre-school feeding programme 55

Page

FUNCTIONAL LITERACY
PHI/10 - Education for young citizen producers 52
PHI/23 - Special Action for Literacy Advancement of Muslims (SALAM) 55
PHI/73 - Radio broadcasts on post-functional literacy 67

GEOGRAPHY INSTRUCTION
MAL/14 - Revision of the geography syllabuses for primary and secondary schools in Malaysia 31

GENERAL EDUCATION
SRL/17 - Project work in teacher education - an experiment in general education 77

GIFTED STUDENTS
PHI/45 - Special classes for the fast learners in the public elementary schools in the division of Bulacan 60
PHI/54 - Leyte Research and Development High School 62

GLOSSARY
MAL/31 - Malay terminology development 35

GRADUATE STUDY
JAP/15 - Graduate school: Tsukuba University 20

GROUP ACTIVITIES
PHI/14 - "Lingap Sa Nayon" a research-action project 53

GROUP INSTRUCTION
JAP/2 - In-service training for school teachers in Japan - Shizuoka Prefectural Institute of In-Service Training for Teachers 17
PHI/48 - Individual and small group prescribed instruction 61
PHI/58 - Non graded-primary school project 63

HEALTH EDUCATION
MAL/27 - Post-graduate course in health education 34

Page

HIGHER EDUCATION
PHI/35 - Institutional planning 58
PHI/69 - Work-study programme for third-year students at the College of Industrial Technology 66
PHI/75 - University of the Air 68
SRL/20 - Institute of Workers' Education, University of Sri Lanka 78

HOME ECONOMICS EDUCATION
THA/8 - Promotion of rural development through the propagation of home economics 83

INDIVIDUALIZED INSTRUCTION
IND/10 - The ungraded school system 7
JAP/12 - Teaching plan for developing individual learning capacity by means of effective utilization of educational machines and equipment 20
JAP/14 - Two-teacher for one-class system - a variation of team teaching systems 20
PHI/12 - In-school off-school approach (ISOSA) 52
PHI/41 - An approach towards individualization of instruction 59
PHI/44 - Experiment in open education 60
PHI/48 - Individual and small group prescribed instruction 61
PHI/49 - Individualized instruction in Xavier School: a programme to maximize the release of human potential 61
PHI/51 - Individually guided education 62
PHI/54 - Leyte Research and Development High School 62
PHI/55 - Modified individualized instruction 63
PHI/59 - 'Personalized' education 63

INDUSTRIAL EDUCATION
PHI/64 - Production design technology in the teacher education and technical education curriculum 65

Page

INDUSTRIAL EDUCATION (cont'd.)
PHI/69 - Work-study programme for third-year students at the College of Industrial Technology 66

INFORMATION CENTRES
JAP/10 - Study related to the establishment of an educational information centre 19

INFORMATION SERVICES
INS/8 - Educational and cultural information system development project 13

IN-SERVICE TEACHER EDUCATION
IND/12 - A multi-media package for the in-service training of primary school teachers 7
JAP/2 - In-service training for school teachers in Japan - Shizuoka Prefectural Institute of In-Service Training for Teachers 17
JAP/3 - New structure and methods in teacher training network of prefectural education centre and district education centres for in-service training 17
JAP/6 - Establishment of municipal institute for educational research 18
JAP/8 - Kyoto Municipal Science Centre 19
MAL/39 - Audio-visual service 38
MAL/41 - Educational television service 38
MAL/51 - Mobile in-service courses 41
MAL/52 - In-service course in Bahasa Malaysia for teachers trained to teach in secondary English-medium schools 41
NEP/13 - Remote-area primary teacher training programme 45
PHI/42 - Implementation of the guidelines for bilingual education 60
PHI/47 - Five-year programme in mathematics (1968-72) 61

Page

IN-SERVICE TEACHER EDUCATION (cont'd.)
SRL/4 - In-service education of teachers at the primary level 73
SRL/9 - In-service education of teachers of mathematics, science, social studies, English and pre-vocational studies under the new junior secondary education programme 75
THA/6 - Improvement of the quality of local education 82

INSTRUCTIONAL MATERIALS
ROK/5 - The elementary and middle schools development project 24
NEP/1-5 - Science Equipment Centre 43
NEP/9 - Utilization of local resources and preparation of instructional materials for science teaching 44
PHI/59 - 'Personalized' education 63
PHI/63 - Preparation of instructional materials for secondary social studies 64
PHI/66 - Gearing curriculum development and content of curriculum materials in health, social studies and language arts to national development 65
PHI/68 - Wesleyan population education pilot project 66
THA/20 - The development and improvement of the instructional materials production centre 85
THA/25 - Mobile instructional materials centre 86
THA/37 - National Curriculum Development Centre (CDC) 89

INTEGRATED CURRICULUM
MAL/10 - Malaysian upper secondary science project (biology, chemistry, physics) 30
MAL/15 - Population education for Malaysian schools 31
MAL/26 - Ecology honours-degree programme 34
MAL/29 - The Centre for Foundation Studies in Science 35

Page

INTEGRATED CURRICULUM (cont'd.)
- PHI/52 - Letran integrated learning resource programme 62
- SRL/2 - Teaching environmental studies and science through an integrated approach in the primary school 73

INTERPRETERS
- MAL/30 - Language Centre of the University of Malaya 35

LEARNING PROCESSES
- JAP/9 - Study on the enquiry learning method 19
- JAP/13 - Five-year plan for educational equipment and supplies 20
- ROK/1 - Mastery learning project 23
- PHI/72 - Modular system - programming and instruction 67

MALAYSIAN LANGUAGE
- MAL/31 - Malay terminology development 35

MALAYSIAN LANGUAGE INSTRUCTION
- MAL/2 - Early reading behaviour in Bahasa Malaysia 27
- MAL/52 - In-service course in Bahasa Malaysia for teachers trained to teach in secondary English-medium schools 41
- MAL/53 - Language Institute 41

MANAGEMENT EDUCATION
- PHI/30 - Agricultural-business management training 57
- PHI/31 - Tie-up training programme 57
- PHI/32 - Educational management centre 57
- PHI/36 - Management training programme for secondary school principals 58
- PHI/37 - Mindanao Institute for the Development of School Administrators (MIDSA) 59

MANPOWER DEVELOPMENT
- PHI/31 - Tie-up training programme 57

Page

MATHEMATICS INSTRUCTION
JAP/11 - Development of mathematics curriculum and evaluation system for computer-assisted instruction 19
MAL/4 - Project Khas in primary science and mathematics 28
MAL/11 - Modern mathematics in Malaysian secondary schools 30
MAL/16 - Mara Junior Science College 31
NEP/6 - Using the enquiry method in the teaching of mathematics 43
SRL/3 - Teaching mathematics in the primary schools 73
THA/26 - The Institute for the Promotion of Teaching Science and Technology 87
THA/36 - New mathematics teaching in primary schools 89

MATHEMATICS TEACHERS
MAL/49 - B. Sc. Ed. University of Malaya 40
PHI/47 - Five-year programme in mathematics (1968-72) 61

MICRO TEACHING
THA/23 - The use of video-tapes for practice training 86
THA/29 - Production of micro-teaching models and simulations in teaching problems 87
THA/33 - Micro-teaching by video-tape recorder 88

MOBILE EDUCATIONAL SERVICES
IND/5 - Mobile creches for the children of working mothers 5

MODERN LANGUAGE INSTRUCTION
MAL/30 - Language Centre of the University of Malaya 35

MODULAR TRAINING
PHI/72 - Modular system - programming and instruction 67

MULTIPLE SHIFT SCHOOLS
PHI/39 - The year-round school programme 59

Page

MULTIMEDIA EDUCATION
IND/12 - A multi-media package for the in-service training of primary school teachers 7

MULTIPLE SHIFT SCHOOLS
THA/9 - The opening of second-shift classes 83

MUSLIM EDUCATION
PHI/23 - Special Action for Literacy Advancement of Muslims (SALAM) 55

NATIONAL INTEGRATION
IND/7 - National integration project 6

NEPALI LANGUAGE INSTRUCTION
NEP/7 - Application of sentence method in the teaching of Nepali 43

NON-FORMAL EDUCATION
IND/1 - Non-formal education 4
PHI/6 - Community development through non-formal education 50
PHI/19 - Non-formal education for farmers and out-of-school youth 54
THA/46 - Non-formal life skills training programme 91

NON-GRADED CLASSES
MAL/6 - Comprehensive education in Malaysia 28
MAL/43 - Abolition of Malaysian secondary school entrance examination 39
PHI/57 - The non-graded open school system of the Benedictine Abbey School 63
THA/41 - Automatic promotion in elementary grades 90

NON-GRADED CURRICULUM
PHI/46 - A feasibility study of the non-graded programme at the northern Luzon Teachers College laboratory school 61
PHI/55 - Modified individualized instruction 63
PHI/56 - Non-graded open school programme 63
PHI/58 - Non graded-primary school project 63

Page

NON-GRADED SCHOOLS
- IND/10 - The ungraded school system 7

NUTRITION
- PHI/53 - Integrating nutrition education in secondary curriculum 62

OPEN EDUCATION
- IND/9 - Free progress system - an experiment in the education of the future 6
- JAP/18 - Open plan school education: a case study of Kato Gakuen Primary School 21
- PHI/44 - Experiment in open education 60
- PHI/56 - Non-graded open school programme 63
- PHI/57 - The non-graded open school system of the Benedictine Abbey School 63
- THA/31 - Open-plan classroom pilot project 88

OPEN UNIVERSITY
- MAL/28 - Southeast Asian studies programme 35

OUT-OF-SCHOOL EDUCATION
- INS/5 - Learning Centres 13
- JAP/6 - Establishment of municipal institute for educational research 18
- PHI/70 - Educational radio broadcasting using locally developed materials 66

OUT-OF-SCHOOL YOUTH
- INS/3 - Scout education for transmigration, Jombang 12
- PHI/4 - Capiz mobile school 50
- PHI/10 - Education for young citizen producers 52
- PHI/16 - Morong Folk School 53
- PHI/19 - Non-formal education for farmers and out-of-school youth 54
- SRL/24 - Janawasa settlement scheme and resettlement scheme in Sri Lanka 79
- THA/45 - Design of levels 3 and 4 of the adult education division's continuing education programme 91

Page

PARENT PARTICIPATION
MAL/13 - New civics syllabuses for upper secondary schools of Malaysia - Forms IV and V 30

PARENT-TEACHER CO-OPERATION
MAL/38 - Government textbook loan scheme 37

PART-TIME TRAINING
SRL/15 - Part-time technical courses for school leavers 76

PEER TEACHING
JAP/18 - Open plan school education: a case study of Kato Gakuen Primary School 21

PHYSICAL DEVELOPMENT
MAL/47 - Physical fitness test 40

PHYSICAL EDUCATION
PHI/60 - Physical fitness and sports development project 64

POPULATION EDUCATION
IND/11 - Population education 7
MAL/15 - Population education for Malaysian schools 31
PHI/61 - Pilot teaching of materials in population education 64
PHI/62 - Population education in the school curriculum 64
PHI/68 - Wesleyan population education pilot project 66

PRE-PRIMARY EDUCATION
IND/6 - Vikaswadi project 5
MAL/1 - Pre-school pilot project centres 27
PHI/22 - Pre-school feeding programme 55

PRE-SERVICE TEACHER EDUCATION
MAL/1 - Pre-school pilot project centres 27

PRE-VOCATIONAL EDUCATION
SRL/8 - Pre-vocational studies as a component of the junior secondary curriculum 74

Page

PRE-VOCATIONAL EDUCATION (cont'd.)
- SRL/9 - In-service education of teachers of mathematics, science, social studies, English and pre-vocational studies under the new junior secondary education programme 75
- SRL/10 - In-plant training as an extension of pre-vocational studies under the junior secondary school programme 75

PRIMARY EDUCATION
- INS/4 - Project Pamong (instructional management by community, parents and teachers) 12
- PHI/24 - Project impact 55
- PHI/44 - Experiment in open education 60
- PHI/45 - Special classes for the fast learners in the public elementary schools in the division of Bulacan 60
- PHI/67 - Use of technical Pilipino (Maugnayin approach) as sole medium of instruction from grades one to six 66
- SRL/1 - Reforms in primary education 73
- SRL/2 - Teaching environmental studies and science through an integrated approach in the primary school 73
- SRL/4 - In-service education of teachers at the primary level 73
- THA/3 - The appointment of Changwad Educational Committee 82
- THA/24 - The use of audio-visual aids in classroom teaching 86
- THA/34 - English teaching, upper primary education by tape recorder 88
- THA/35 - Development of new method of teaching Thai language 88
- THA/36 - New Mathematics teaching in primary schools 89
- THA/41 - Automatic promotion in elementary project 90

Page

PRIMARY SCHOOL CURRICULUM
SRL/3 - Teaching mathematics in the primary schools 73
THA/38 - Analysis of primary education curriculum 89

PRIMARY SCHOOL INSTRUCTION
MAL/14 - Project Khas in primary science and mathematics 28

PRIMARY SCHOOL TEACHERS
IND/12 - A multi-media package for the in-service training of primary school teachers 7
MAL/48 - The integrated primary and lower secondary teacher training scheme 40
NEP/13 - Remote-area primary teacher training programme 45
NEP/17 - Development of a field-oriented sequence in the primary teacher training programme 46

PRINCIPALS
PHI/36 - Management training programme for secondary school principals 58

READING ABILITY
MAL/32 - University of Malaya English for special purposes project 36
MAL/33 - BAHAM 36

READING INSTRUCTION
NEP/8 - Teaching reading before teaching the alphabet 44

READING READINESS
MAL/2 - Early reading behaviour in Bahasa Malaysia 27
THA/40 - Reading readiness test construction project 90

READING TESTS
THA/40 - Reading readiness test construction project 90

REGIONAL SURVEYS
MAL/28 - Southeast Asian studies programme 35

Page

RURAL DEVELOPMENT
- IND/3 - Economic and educational rural development through voluntary effort 5
- IND/4 - Voluntary rural development through education 5
- PHI/1 - Agricultural skills training project 49
- PHI/25 - Silliman University extension programme 56
- PHI/80 - Teacher education programme for rural development (TEP-ED) 69
- THA/8 - Promotion of rural development through the propagation of home economics skills 83
- THA/10 - Project for student teachers to assist in the development of rural communities 83

RURAL EDUCATION
- MAL/40 - Educational radio service 38

RURAL YOUTH
- MAL/36 - The Mara Institute of Technology 37

SCHOOL COMMUNITY CO-OPERATION
- IND/2 - School improvement programmes and community support 4
- IND/8 - Child welfare project 6
- INS/4 - Project Pamong (instructional management by community, parents and teachers) 12
- PHI/70 - Educational radio broadcasting using locally developed materials 66
- PHI/79 - Practicum-based teacher education curriculum 69
- THA/11 - Agricultural development in rural areas 83

SCHOOL COMMUNITY RELATIONSHIP
- THA/5 - National guidance centre 82

SCHOOL SUPERVISION
- THA/6 - Improvement of the quality of local education 82
- THA/7 - The appointment of Amphur Technical Officers 83

Page

SCIENCE EDUCATION
IND/12 - A multi-media package for the in-service training of primary school teachers 7
IND/14 - Vigyan Shiksha (science education) through community development programme 8
IND/15 - Vikram Sarabhai Community Science Centre 8
IND/16 - Curriculum development in science 8
JAP/8 - Kyoto Municipal Science Centre 19
MAL/4 - Project Khas in primary science and mathematics 28
MAL/8 - Agricultural science syllabus 29
MAL/10 - Malaysian upper secondary science project (biology, chemistry, physics) 30
MAL/16 - Mara Junior Science College 31
MAL/29 - The Centre for Foundation Studies in Science 35
NEP/1-5 - Science Equipment Centre 43
NEP/9 - Utilization of local resources and preparation of instructional materials for science teaching 44
PHI/74 - Study on the use of self-instructional modules in the teaching of biological sciences at the Zamboanga State College 67
PHI/81 - Science Education Centre 69
PHI/82 - Utilization of the environment in developing viable life science curricula 70
SRL/18 - Integrated science in teacher education 77
THA/26 - The Institute for the Promotion of Teaching Science and Technology 87

SCIENCE EXPERIMENTS
JAP/5 - Study on evaluation methods on process of experiment and observation 18

SCIENCE TEACHERS
MAL/49 B. Sc. Ed. University of Malaya 40
MAL/50 Science and Mathematics Activities and Resources for Teacher Education (SMARTE) 41

Page

SECOND LANGUAGES
- MAL/3 - Unified language project 27

SECONDARY EDUCATION
- INS/14 Secondary technological development school 15
- JAP/1 - Upper secondary education by means of broadcasting and correspondence (NHK Gakuen Correspondence Upper Secondary School) 17
- PHI/39 - The year-round school programme 59
- PHI/63 - Preparation of instructional materials for secondary social studies 64
- PHI/67 - Use of technical Pilipino (Maugnayin approach) as sole medium of instruction from grades I to VI 66
- SRL/6 - Restructuring of the school system in Sri Lanka with special reference to junior secondary education 74
- SRL/7 - Project for curriculum revision and preparation of textbooks, teachers' guides, etc., for the junior secondary education programme 74
- SRL/9 - In-service education of teachers of mathematics, science, social studies, English and pre-vocational studies under the new junior secondary education programme 75
- SRL/10 - In-plant training as extension of pre-vocational studies under the junior secondary school programme 75
- SRL/11 - Reconstruction of senior secondary education and the introduction of the higher national certificate of education programme 75
- SRL/21 - The N. C. G. E. examination - its design and preparation 78

Page

SECONDARY EDUCATION (cont'd.)
THA/46 - Non-formal life skills training programme 91

SECONDARY SCHOOL CURRICULUM
MAL/11 - Modern mathematics in Malaysian secondary schools 30
MAL/12 - New civics syllabuses for lower secondary schools in Malaysia 30
MAL/14 - Revision of the geography syllabuses for primary and secondary schools in Malaysia 31
PHI/53 - Integrating nutrition education in secondary curriculum 62
SRL/12 - Project work as a component of the senior secondary curriculum under the new education reforms 76

SECONDARY SCHOOL TEACHERS
MAL/23 - Two-subject system of courses 33
MAL/48 - The integrated primary and lower secondary teacher training scheme 40

SELF-INSTRUCTIONAL METHODS
PHI/74 - Study on the use of self-instructional modules in the teaching of biological sciences at the Zamboanga State College 67

SKILL DEVELOPMENT
ROK/3 - Industrial arts education project 23
THA/46 - Non-formal life skills training programme 91

SMALL SCHOOLS
JAP/7 - Study on teaching efficiency at a small-size school 18

SOCIAL SERVICES
IND/4 - Voluntary rural development through education 5

Page

SOCIAL STUDIES
  NEP/10 - Realization of curriculum objectives through activities 44
  PHI/63 - Preparation of instructional materials for secondary social studies 64

SOCIAL WORK
  PHI/15 - Model couple advocator research project 53
  PHI/65 - San Nicolas Barrio pilot project

SOCIO ECONOMIC BACKGROUND
  MAL/37 - Cumulative record card 37

SOCIO ECONOMIC DEVELOPMENT
  MAL/28 - Southeast Asian studies programme 35

SPECIAL EDUCATION
  PHI/38 - Special Education Centre 59
  PHI/45 - Special classes for the fast learners in the public elementary schools in the division of Bulacan 60

STANDARDIZED TESTS
  MAL/46 - Objective-type tests for Lower Certificate of Education/Sijil Rendah Pelajaran (LCE/SRP) 40

STUDENT TEACHERS
  THA/10 - Project for student teachers to assist in the development of rural communities 83
  THA/19 - Educational television 85
  THA/32 - Use of team-teaching in the course on 'methods of teaching in elementary schools' 88
  THA/33 - Micro-teaching by video-tape recorder 88

SUBJECTS OF STUDY
  JAP/4 - Departmentalization of subject-matter teaching 18
  JAP/9 - Study on the enquiry learning method 19
  JAP/15 - Graduate school: Tsukuba University 20

Page

TALENT IDENTIFICATION
INS/13 - Talent scouting programme 15

TEACHER EDUCATION
IND/16 - Curriculum development in science 8
JAP/3 - New structure and methods in teacher training network of prefectural education centre and district education centres for in-service training 17
MAL/50 - Science and Mathematics Activities and Resources for Teacher Education (SMARTE) 41
PHI/7 - Comprehensive practical arts programme 51
PHI/68 - Wesleyan population education pilot project 66
PHI/77 - Fishery community development in the technical and teacher education curricula 68
PHI/78 - Graduate programme leading to the degree of Master of Arts in Teaching Elementary Agriculture (MATEA) 69
PHI/80 - Teacher education programme for rural development (TEP-ED) 69
SRL/18 - Integrated science in teacher education 77
SRL/19 - Correspondence teacher education programme 77
THA/4 - Thai-German Agricultural Engineering Training Centre 82
THA/28 - A classroom reform: learner-centred classroom 87
THA/29 - Production of micro-teaching models and simulations in teaching problems 87

TEACHER EDUCATION CURRICULUM
MAL/24 - A four-year concurrent science/humanities with education programme 34
MAL/48 - The integrated primary and lower secondary teacher training scheme 40
MAL/49 - B. Sc. Ed. University of Malaya 40
PHI/64 - Production design technology in the teacher education and technical education curriculum 65

Page

TEACHER EDUCATION CURRICULUM (cont'd.)
PHI/76 - UNC community service programme: a study-service scheme 68
PHI/79 - Practicum-based teacher education curriculum 69
PHI/81 - Science Education Centre 69
SRL/17 - Project work in teacher education - an experiment in general education 77

TEACHER EDUCATORS
MAL/4 - Project Khas in primary science and mathematics 28

TEACHING MACHINES
JAP/12 - Teaching plan for developing individual learning capacity by means of effective utilization of educational machines and equipment 20
THA/30 - Teaching by 'can computer' ('Thanu Brain') 88

TEACHING TECHNIQUES
INS/1 - Development schools pilot project 11
JAP/4 - Departmentalization of subject-matter teaching 18
MAL/8 - Agricultural science syllabus 29
MAL/9 - Integrated science project 29
PHI/71 - Bureau of public schools educational television programme 67

TEAM TEACHING
JAP/14 - Two-teacher-for-one-class system - a variation of team teaching systems 20
THA/32 - Use of team-teaching in the course on 'methods of teaching in elementary schools' 88

TECHNICAL EDUCATION
INS/14 - Secondary technological development school 15

Page

TECHNICAL EDUCATION (cont'd.)
ROK/3 - Industrial arts education project 23
MAL/21 - Job-cum-training scheme 33
PHI/4 - Capiz mobile school 50
SRL/13 - Technical education service project 76
SRL/14 - Practical in-plant training programme for students completing the two-year full-time national diploma in technology course 76

TEXTBOOKS
MAL/38 - Government textbook loan scheme 37
NEP/12 - An analytical study of education as a vocational subject 45

THAI LANGUAGE INSTRUCTION
THA/35 - Development of new method of teaching Thai language 88

TOYS
IND/13 - Educational toys 8

TUTORING
MAL/5 - Learning deficiencies and compensatory education in the lower primary classes 28

VERBAL COMMUNICATION
MAL/7 - Communicational syllabus 29

VIDEO TAPE RECORDINGS
THA/23 - The use of video-tapes for practice training 86
THA/33 - Micro-teaching by video-tape recorder 88

VOCATIONAL EDUCATION
MAL/20 - Technical and vocational education 32
PHI/3 - Bayanihan school programme 49
PHI/7 - Comprehensive practical arts programme 51
PHI/13 - Integrating work and vocational skills into the high school academic curriculum 52
PHI/16 - Morong folk school 53
PHI/26 - Special boat-building programme 56
THA/23 - The use of video-tapes for practice training 86

Page

VOCATIONAL TRAINING
PHI/40 - Apprenticeship credited 59
SRL/10 - In-plant training as an extension of pre-vocational studies under the junior secondary school programme 75
SRL/14 - Practical in-plant training programme for students completing the two-year full-time national diploma in technology course 76
SRL/15 - Part-time technical courses for school leavers 76
SRL/16 - On-the-job training in business establishments for students completing the two-year national diploma in business studies course 77
THA/1 - Vocational education - industry co-training project 81
THA/44 - Group interest: a vocational training technique 91

VOLUNTEERS
IND/3 - Economic and educational rural development through voluntary effort 5
INS/7 - Indonesian Board for Volunteer Service (BUTSI) 13

WELFARE SERVICES
PHI/65 - San Nicolas barrio pilot project 65

WOMEN'S EDUCATION
PHI/65 - San Nicolas barrio pilot project 65

WORK EXPERIENCE
PHI/28 - Work-oriented curriculum project 56

WORKER'S EDUCATION
SRL/20 - Institute of Workers' Education, University of Sri Lanka 78
THA/43 - Out-of-school education 90

Page

YOUTH PROGRAMMES
    PHI/29 - Youth Civic Action Programme (YCAP) 57

YOUTH UNEMPLOYMENT
    THA/2 - Education reform 81

PUBLICATIONS RELATED TO EDUCATIONAL INNOVATION

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Inventory of Educational Innovations in Asia

Inventory of Educational Innovations in Asia, Vol. 2

Educational innovation in Singapore

Educational innovation in Iran

Educational innovation in India

Educational innovation in the Republic of Korea

Educational innovation in Indonesia

In-service training of teachers in Sri Lanka

Examination reforms in Sri Lanka

Management of educational reforms in Sri Lanka

Integrated approach to curriculum development in primary education in Sri Lanka

Integrated science in the junior secondary school in Sri Lanka